

SBME’s Career Accelerator

WELCOME STEMCELL MENTORS!

On behalf of the School of Biomedical Engineering, we welcome mentors to SBME’s Career Accelerator. We believe our students will benefit greatly from this experience as they gain valuable insights into potential career pathways and build their professional network. Thank you for lending your experience and knowledge, we appreciate your time and dedication.

This guidebook¹ was created to support and assist you in this important role. In this guide you’ll find information on:

1. Program Overview
2. Equity, Diversity & Inclusion
3. Mentor Matching & Roles
4. Plan Development, Refinement & Implementation
5. Evaluation
6. Mentorship Resources

1. PROGRAM OVERVIEW

SBME’s Career Accelerator seeks to support students as they build their professional network, explore career pathways, and develop communication and leadership skills. By providing high-quality mentoring opportunities that are tailored to students’ strengths and career goals, SBME hopes to promote students’ inclusion and equitable participation in their chosen career paths.

1.1 PROGRAM TIMELINE

Date	Milestone
October to November	Mentee recruitment and selection
December	Mentor recruitment, and mentee matching
January	Orientation and Program Kick-off event
January	1 st Meeting: AtaS Exploring Science Interview
February	2 nd Meeting: Discuss IDP, develop goals and outcomes
January - April	Pairs meet for 45-minutes, every month
April	Mentee completes self-evaluation and reviews outcomes with mentor
May 13 th	Evaluation: Student Final Report & Survey due

¹ The content for this guidebook was adapted from CIHR’s IDP Resource Website: <https://cihr-irsc.gc.ca/e/50516.html>



1.2 TIME COMMITMENTS

Students are required to commit to a 45-minute meeting every month during the program's cycle (January to April). We encourage virtual meetings to enhance accessibility, though in-person meetings are also welcome. It's imperative to note that mentees will actively drive the engagement, coming prepared with meeting agendas and ensuring effective planning and management of the mentorship interactions.

2. EQUITY, DIVERSITY & INCLUSION

Mentoring can help students build self-confidence, overcome challenges, develop advanced learning and career goals, and promote inclusion, especially for students from historically marginalized or excluded populations. Providing a variety of high-quality mentoring opportunities can help ensure trainees' equitable participation in the career(s) of their choice. While all mentees in the program are SBME graduate students, each mentee brings a diversity of lived experiences, knowledge, and goals.

Your positionality, privileges and unconscious bias may affect the way you approach mentoring. One way to recognize and reflect on them is to ask yourself the following questions²:

- What are some life experiences you have encountered that your mentee may not have?
- What are the supports and resources you have in your life that your mentee may not?
- What are some additional barriers that your mentee may face that you have not?
- If your mentee comes from a different ethnic group or cultural background, how can you be more aware and respectful of their experiences, ideas and goals?
- How can my mentees' gender influence their experiences and access to opportunities as an Engineering student?

3. MENTOR MATCHING & ROLES

At SBME's Career Accelerator, we prioritize creating mentor-mentee pairs that foster meaningful and mutually beneficial relationships. Our unique approach to mentor matching is deeply rooted in understanding the individual aspirations, skills, and developmental needs of our students through the utilization of an Individual Development Plan (IDP). The IDP is not merely a tool but a strategic guide that aids trainees in navigating their career paths with clarity and purpose. It serves to:

- **Establish Clear Career Goals:** Helping trainees articulate and envision their career aspirations.

² Adapted from UBC Engineering's Mentoring Program handbook: experience.apsc.ubc.ca

- **Identify Skill Gaps:** Pinpointing areas that require further development to align with chosen career paths.

Through the comprehensive insights derived from the IDP, we ensure that mentors are paired with students in a manner that resonates with their career objectives and provides a symbiotic learning experience.

3.1 Mentor Roles and Responsibilities

As a mentor within the SBME's Career Accelerator, your responsibilities encompass:

- **Guidance:** Providing insights, advice, and direction in navigating through the career path outlined in the student's IDP.
- **Skill Development:** Assisting mentees in developing the skills identified in their IDP, ensuring they are well-equipped for their chosen career.
- **Support:** Offering a supportive environment for mentees to discuss their aspirations, challenges, and progress.
- **Networking:** Facilitating connections and introducing mentees to valuable networks that can enhance their career prospects.
- **Feedback:** Providing constructive feedback to mentees on their progress, helping them refine their strategies and approaches towards achieving their career goals.

We believe that the mentor-mentee relationship is a two-way street, where both parties grow and learn from each other. We encourage mentors to:

- **Be Open:** Embrace the fresh perspectives and ideas brought forward by mentees.
- **Be Accessible:** Ensure availability to discuss, guide, and support mentees through their journey.
- **Be Respectful:** Honor the aspirations, thoughts, and challenges shared by mentees.
- **Be Confidential:** Maintain the privacy and confidentiality of discussions and information shared by mentees.

3.1 INDIVIDUAL DEVELOPMENT PLAN

Through the initial IDP, students will have the opportunity for self-evaluation and reflection, and together with their mentor, will develop an action plan to track goals and progress. The IDP will also serve as a communication tool, enabling both parties to set expectations and training outcomes.

For more information about IDP's, [please visit CIHR's IDP Resource website.](#)

3.2 GOAL SETTING

During your 2nd meeting, you'll review and discuss your mentees IDP. They will seek your input for plan development prior to implementation and refinement. This will involve an insightful discussion between the mentor and student. This discussion will help the pair to

set goals and develop plans towards the mentees career(s) of choice. SBME will provide the mentees IDP for review. Please use the content and reflections from Steps 1, 2 and 3 to develop goals and make plans for implementation (Steps 4 & 5) (Figure 1). We have provided an example IDP template which was developed by CIHR to support planning for Steps 4 and 5.

IDP TEMPLATE

Through monthly check-ins, you'll be able to assess progress and outcomes and set new goals (Steps 4 & 5). At the end of the program, SBME will ask mentors and mentees to reflect on their outcomes and evaluate success based on the goals laid out in the IDP (Step 6).

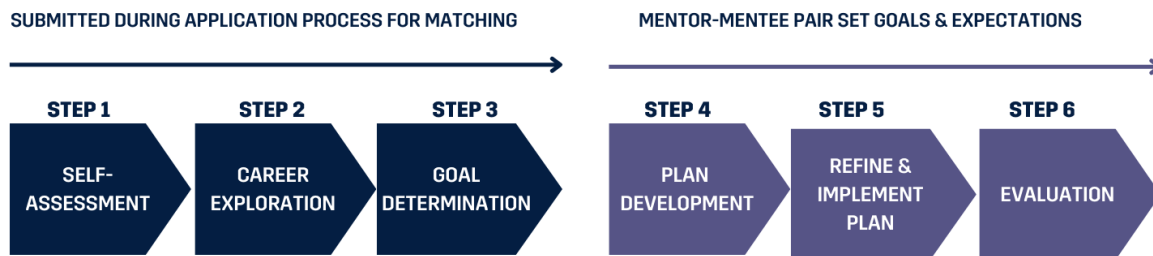


Figure 1

4. PLAN DEVELOPMENT

Insights from the IDP in Steps 1, 2, and 3, and your initial discussion can be used to prepare a plan. Ensure that both goals and objectives are SMART (specific, measurable, achievable, relevant and time-bound). The questions in Figure 2 can support the mentee-mentor pair outline a plan of action that is effective, precise and measurable.

Questions for mentee-mentor pairs to outline a plan of action:

For Mentee	For Mentor
<ul style="list-style-type: none"> • Does my action plan define how I will reach my goals (as well as the objectives within each goal)? • Are the components of my action plan SMART: <ul style="list-style-type: none"> ○ Specific? ○ Measurable? ○ Achievable? ○ Relevant? ○ Time-bound? • What will work best for me in my environment: 	<ul style="list-style-type: none"> • Has my trainee written goals and objectives that are SMART? • Are they challenging but attainable? Are the timelines realistic? • How can I support my trainee? How can I facilitate skills development? How can I encourage success in achieving their goals? <ul style="list-style-type: none"> ○ What mentorship can I provide? ○ What access to resources or experiences can I facilitate?

<ul style="list-style-type: none"> ○ Explicit step-by-step plan? ○ A higher level plan? 	<p>(e.g. opportunities to make presentations)</p> <ul style="list-style-type: none"> ○ Who in my network can help my trainee?
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Figure 2

4. PLAN REFINEMENT & IMPLEMENTATION

Plan refinement involves a discussion between the mentor and mentee about the student, their IDP and the goals and objectives outlined in the IDP, with the aim to improve it. The IDP is a living document and can be revised multiple times as required. Review and revision are essential to implementing an effective IDP. As this discussion moves the IDP from the development phase to the implementation phase, the conversation can assure that expectations are clear, the goals and objectives are SMART and that the student and mentor have a shared understanding of the plan and are committed to the plan.

IN ADVANCE OF THE MEETING

One or two weeks prior to your meeting:

1. Trainee will provide a copy of their IDP for review and prepare questions for their mentor.
2. Mentors can use the template IDP plan refinement & implementation sections (Steps 4 & 5) to provide insights, and any useful resource and/or network that can help refine the plan.

The questions in Figure 3 can support the plan refinement and implementation of the mentee’s IDP.

Questions to support the plan refinement and implementation of the mentee’s IDP:

For Mentee	For Mentor
<ul style="list-style-type: none"> • What insights does my mentor(s) have? • How can I leverage my mentor(s) to identify and facilitate opportunities to develop skills, acquire experiences and expand my network? • How can I use my IDP and related discussions about it to support my progress toward my career goals, noting that the IDP is a living document and may evolve as I develop? • How will my mentor(s) and I use my IDP to track my progress? How often will we meet? 	<ul style="list-style-type: none"> • Based on my review of my trainee’s IDP, can I bring forward any insights? • What am I able to commit to in order to best support my trainee and facilitate the implementation of their plan? • How can I encourage my trainee? How can I manage expectations and increase their confidence to reach their goals that may evolve as they develop? • How will my trainee and I use the IDP to track progress? How often will we meet?

<ul style="list-style-type: none"> Do my mentor(s) and I both agree on my IDP? 	<ul style="list-style-type: none"> Do my trainee and I both agree on this IDP?
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Figure 3

5. EVALUATION

At the end of the program, mentors and mentees will review the IDP, reflect on outcomes and evaluate success based on the goals laid out in the IDP. Mentees will be asked to complete a final report (max 500 words), to reflect on their experiences and discuss how the program contributed to their research and career goals. In addition, the mentee-mentor pair will be asked to fill out a program evaluation survey. Survey results will help organizers evaluate and improve the mentorship program.

Please fill out the program evaluation survey by **May 13th, 2024**:

https://ubc.ca1.qualtrics.com/jfe/form/SV_2spslRIAXKIC8K

5.1 ADVICE TO A SCIENTIST

With support from Advice to a Scientist (AtaS), students will also participate in AtaS's Exploring Science project, which seeks to make a database of scientists and what trajectory they took in their career to get where they are (including any experiences that shaped their path!). Students will collect and build these roadmaps by interviewing their mentors during the first meeting, and will share these experiences through the Exploring Science database.

If you would like to opt out of these roadmaps, or if you have privacy concerns, please contact SBME's Partnerships Manager (Danielle.walker@ubc.ca).

6. MENTORSHIP RESOURCES & SUPPORT

6.1 SUPPORT

Academic life can be stressful; However, mentors are not intended to serve as mental health or legal professionals. UBC has extensive resources to support students' well-being. If at any time the mentoring relationship is extending beyond what you are comfortable with, please feel free to contact SBME's Partnerships Manager, Danielle Walker (Danielle.walker@ubc.ca).

6.2 RESOURCES

1. CIHR'S IDP Training Modules and Resources

These modules have been developed for trainees and mentors

- [Module 1: Introduction to IDPs](#) (8 min.)
- [Benefits of IDPs for Trainees](#)
- [Benefits of IDPs for Mentors](#)
- [Benefits of IDPs for Canadian Economy](#)
- [Module 2: Trainee Role](#) (15 min.)
- [IDP Learning Objectives Worksheet](#)
- [Module 3: Mentor Role](#) (8 min.)

2. UBC Centre for Student Involvement and Careers [Mentor Handbook](#)

3. [Nature's Guide for Mentors](#) and [Self-Assessment tool](#)

4. An evidence-based [overview of inclusive mentoring practices from Brown University](#) and a summary of [best practices for advising and mentoring](#)

5. [Mentoring Competency Assessment for Mentors](#): A self-reflection tool from the University of Wisconsin-Madison to assess research mentors and mentees based on six core competencies: 1) maintaining effective communication, 2) aligning expectations, 3) assessing understanding, 4) addressing diversity, 5) fostering independence, and 6) promoting professional development

6. An [overview of the various mentor roles](#), including: the sage, cheerleader, good listener, connector, editor, bankroller, career coach and life coach