Table of Contents

How to Use **2**

Mentorship Session 1: Introductions and Goal-Setting **3**

Introductions 3

Mentee/Mentor Agreement Form 3

Goal-Setting 4

Mentorship Session 2: University Applications **5**

Where to Apply? 5

University Research Resources 6

How to Keep Applications Organized? 6

How to Write a Personal Profile? 6

Mentorship Session 3: Engineering at UBC **8**

What Is It Really Like To Be An Engineering Student? 8

Balancing School and Social Life **12**

2nd Year Placement and the Different Disciplines 12

Supporting Yourself Financially 14

Mentorship Session 4: Professional Development* **15**

Getting Involved on Campus 15

- Student Clubs 16
- Volunteering 17

Prospective Engineering Careers 17

Mentorship Session 5: Reflections **18**

Wrap-Up Discussions 19

Women in Engineering
Faculty of Applied Science | Professional Development
University of British Columbia Vancouver
1120E — 2332 Main Mall
Vancouver, BC V6T 1Z4
Inquiries: wiecommittees@gmail.com

How to Use

The curriculum intends to act as a guide and starting point for meetings with your mentee(s). Each session covers topics our team believes would be beneficial for mentees to cover before entering post-secondary. Please note that as mentors, you are free to choose the content and structure for your meetings with your mentees, and these sessions are included as encouraged resources. As mentors, you are encouraged to enhance each session with personal stories and insight that will help personalize the learning experience for your mentee(s).

The curriculum is separated into five sessions:

1. Introductions and Goal-Setting
2. University Applications
3. Engineering at UBC
4. Professional Development
5. Reflections

You are encouraged to cover the sessions with your mentees on your own time. Dates at the top of each session indicate when the material would align best with mentorship events (eg., university admissions panel, design team workshop, etc.). We encourage you to progress through the curriculum at your own pace, which might mean splitting a session into multiple meetings in order to answer questions or further explore a topic that your mentee(s) are interested in.

Women in Engineering
Faculty of Applied Science | Professional Development
University of British Columbia Vancouver
1120E — 2332 Main Mall
Vancouver, BC V6T 1Z4
Inquiries: wiecommittees@gmail.com

Mentorship Session 1: Introductions and Goal-Setting

Today's Objectives

a. Introduce yourself to the group and get to know your mentees (icebreakers, exchanging socials, etc.)
b. Complete the 'Mentee/Mentor Agreement Form' (covers topics such as housekeeping rules, contact information, communication channel for scheduling meetings, confidentiality, etc.)
c. Develop a running list of topics that your mentees would like to talk about over the next few months

Introductions

Say hi to your mentees and get to know them! Make sure to also use this time to share personal pronouns and preferred names.

TIP: A good starting place would be to share what year and program you are in and ask your mentees what year and high school they attend. This will help you get a good idea of how many senior students you have in your group which may help you tailor your sessions towards transitioning to university versus talking more about exploring engineering during your sessions.

Icebreaker questions:

a. The zombie apocalypse is coming. Who are 3 celebrities you want on your team?
b. If you had to delete all but 3 apps from your smartphone, which ones would you keep?
c. Would you rather live where it only snows or the temperature never falls below 40°C?
d. If you could be immortal, what age would you choose to stop aging at and why?
e. More questions can be found here

Mentee/Mentor Agreement Form

Mentoring relationships thrive when firm ground rules have been established early on. At the beginning of any mentoring relationship, it is important that all parties are clear about what to expect and how the mentoring will work.

Complete the 'Mentee/Mentor Agreement Form' (found here) on your laptop. Make sure to create a copy of the original template on your own Google Drive so you have your own version to work on.

Women in Engineering
Faculty of Applied Science | Professional Development
University of British Columbia Vancouver
1120E — 2332 Main Mall
Vancouver, BC V6T 1Z4
Inquiries: wiecommittees@gmail.com

Goal-Setting

Take this time now to ask your mentees about topics they may want to discuss with you over the course of the mentorship program. Note that mentees may not always have a clear idea of what they're interested in and/or may be feeling shy. The following list includes example topics that have been raised by mentees from previous years. Feel free to use them as prompts to engage and get your mentees thinking about their interests.

Example Topics:

a. How to handle high school stress? How does university compare to high school?
b. What are some personal challenges you are experiencing (if you're comfortable sharing), and how can we best support you as a mentorship group?
c. Advice for course planning in high school? What courses should I take if I want to go into engineering?
d. What is the university application process like? How should I best prepare for it?
e. What is it like being an engineering student? Is the workload as bad as people say it is?
f. How can I balance my academic, extracurricular, and social life in university?
g. What are some careers that can come out of an engineering degree? What are some of your most memorable experiences in engineering?
h. How early should I start thinking about co-op?
i. What's it like being a woman in engineering?

Mentee Name:

Goals:

a.
b.
c.

Mentee Name:

Goals:

a.
b.
c.

Women in Engineering
Faculty of Applied Science | Professional Development
University of British Columbia Vancouver
1120E — 2332 Main Mall
Vancouver, BC V6T 1Z4
Inquiries: wiecommittees@gmail.com

Mentorship Session 2: University Applications

(November - December)

Today's Objectives

a. To support your mentees in:
    i. Deciding where to apply
    ii. Approaching their university research
    iii. Keeping their applications organized
    iv. Writing a personal profile

Where to Apply?

As you know, deciding where to apply is both an exciting and daunting task. This is the first step your mentees will take toward planning the next 4+ years. If they seem overwhelmed, tell them not to worry! While it's true they should start thinking about their future goals, many people change their minds along the way, leading them to the path that's right for them.

Here are some general tips and questions your mentees can ask themselves that can help them decide where to apply:

a. Narrow down your scope. Do you want to stay in BC, move East, or apply internationally? Consider the costs of living or commuting as well--this may affect your scope.
b. What program are you interested in? Do some research to find specific programs certain institutions offer.
c. Do you have the prerequisites or requirements to apply to specific programs?
d. What are you hoping to get out of your post-secondary experience? Look into the school environment and community of potential options.
e. Do you have any financial needs?
f. Even if you're set on a specific institution, it is good to have backups to fall back on. If you only apply to one place and change your mind later on, you may not have other choices.
g. That being said, don't apply to too many places! The application process, especially for Engineering, can be lengthy and time-consuming. As well, there are admissions fees, so be mindful of that as you'll only be attending one school.

Remind your mentees that where they choose to apply doesn't mean they are stuck with those options for their post-secondary studies—they can always transfer to other institutions and programs after their first year! Moreover, they are only at the stage of applying, not choosing. They still have time to think about where they'll study.

University Research Resources

There are various ways to approach the university research process. The hardest part is actually starting. So advise your mentees to start small, such as visiting the schools' facebook or instagram pages. Then, once they have a feel of the environment, they can begin their in-depth research through the school websites. Note that in the previous section they identified factors that could impact their decision. Advise them to use this information to see if the university they are researching is the right fit for them.

Different ways they can learn about universities in Canada:

a. University websites: to learn about the different programs offered, admission requirements, scholarship opportunities, and quality of education
b. Social media pages: to gain insight into student life and the university community
c. Virtual campus tours: to get a feel for the campus environment

How to Keep Applications Organized?

Keeping university applications organized is very critical during the application process. Different schools have different deadlines and document requirements, so putting all the information in an organized manner will help your mentees keep track of everything.

This template can be a guide for your mentees to see how they can keep your applications organized. They can either personalize this template or use it as inspiration when creating an application tracking method. Save a copy of this tracker before starting to edit!

Note that keeping their applications organized is also important once they've received an admission and chosen which university to attend. There will be additional documents that need to be sent after their admission, which are important to keep track of.

How to Write a Personal Profile?

Post-secondary institutions not only look at applicants' grades, but they also review their personal profile. This is an opportunity for your mentees to showcase their personality, interests, and achievements that can't be reflected in their transcripts. Here are some general guidelines and questions your mentees may ask themselves when they are writing their personal profiles.

a. You are often given a word limit, so make sure you use it! Often, people will answer the questions without maximizing the space given to them. A sentence, or even a few words, can enhance your responses and make your essays shine.
b. Since there are a couple of essay prompts, try to write about a different topic for each one. This adds diversity to your profile and avoids repetition.

c. Think about what you want the admissions officers to learn about you. What are your passions? What is important to you? What makes you special?
d. Don't be afraid to add creative elements into your essays. These aren't essays you write in English class; they are a reflection of you. Admissions officers read many essays with similar formatting, so being creative can help you stand out.
e. It may be difficult, but try to avoid clichés. Remember: the admissions officers read hundreds of applications, and some topics can be repetitive. You want them to be interested in *you* and your essay.
f. Don't sell yourself short. If you're proud of an accomplishment, express that! This is your time to showcase your achievements, and highlight why you should be chosen.
g. Have someone else who doesn't know you well read over your application. Your goal is to express yourself so that after reviewing your personal profile, they know you a lot better. You want an admissions officer to know you by the end of your application.
h. Never leave optional essays blank! There is always more that you can share about yourself, your passions, goals, etc.
i. Give yourself lots of time to write your essays. Over time, you'll be able to review and revise your essays so that they can be the best they can be.
j. Take breaks, don't stress too much, and good luck!
k. Additional resources: https://you.ubc.ca/applying-ubc/how-to-apply/personal-profile/

If mentees have additional questions that aren't covered in the curriculum, they are encouraged to review the Applications Workshop Recording.

Women in Engineering
Faculty of Applied Science | Professional Development
University of British Columbia Vancouver
1120E — 2332 Main Mall
Vancouver, BC V6T 1Z4
Inquiries: wiecommittees@gmail.com

Mentorship Session 3: Engineering at UBC

(December - January)

Today's Objectives

a. To shed light on what it's like being an engineering student at UBC
b. To provide mentee(s) with tips and suggestions about work-life balance during the academic term
c. To break down the second-year placement process and expose mentee(s) to the different engineering disciplines offered at UBC
d. To discuss different ways mentee(s) can support themselves financially during their studies

What Is It Really Like To Be An Engineering Student?

As you know, being an engineering student is very exciting and rewarding, but it also has its hardships due to the workload. We all probably have memories of feeling overwhelmed, sleepless nights, and homework sets that just don't make sense, but frankly, it's probably because of these very reasons that the community in engineering is like no other. The glue that holds us together comes from the fact that we study similar courses, love to solve problems independently and as a team, and find ways to have fun together at the end of the day. While studying engineering may feel daunting, you should inform your mentee(s) that it is in fact manageable and they will never be in it alone. To give them insight into what a first year engineering student's life looks like, we have outlined a few general sections to go over courses, projects, and engineering traditions at UBC.

First Year Engineering Courses

All first-year students take the same general courses to build on their knowledge in math, physics and chemistry. Your mentee(s) should have an idea of the type of courses they will be learning in their first year. The UBC Standard Timetable provides good foundational courses that prepare your mentee(s) for their program of study in second year. You should also inform them of some of the really exciting projects they will work on during their first year, such as the cardboard chair and autonomous claw project.

a. A typical first-year student's course list in terms 1 and 2 includes:
    i. **APSC 100:** Intro to Engineering I
    ii. **APSC 101:** Intro to Engineering II
    iii. **APSC 160:** Introduction to C Programming
    iv. **CHEM 154:** Chemistry for Engineering
    v. **MATH 100:** Differential Calculus
    vi. **MATH 101:** Integral Calculus

vii. **MATH 152:** Linear Systems
viii. **PHYS 157:** Introductory Physics I: Thermodynamics and Simple Waves
ix. **PHYS 158:** Introductory Physics II: Electrostatic and Magnetism
x. **PHYS 159:** Introductory Physics Lab for Engineers
xi. **PHYS 170:** Mechanics I
xii. **WRDS 150*:** Writing and Research in the Disciplines
xiii. Complementary Studies Elective

*Can be substituted by another first-year English course

How to Succeed in Courses

During their first year of engineering, your mentee(s) will have assignments, quizzes, midterms, and projects for most of their classes. The best part about their courses is that they will have organized schedules with weekly assignments/quizzes and set dates for midterms. This will allow them to prepare in advance and stay organized to avoid feeling stressed throughout the year. Here are some tips and tool recommendations from our team to help your mentee(s) (and maybe you!) stay on top of things.

a. Stay organized. Write down all your deadlines and midterm dates at the beginning of the semester, and plan ahead.
    i. Notion - Notion is a great tool to organize university and personal life. There are various existing templates for university students that can be personalized and used. Here are a few samples: Template 1, Template 2, Template 3
    ii. Google Calendar - Google Calendar is a great way for users to manage university schedules. It can sync class schedules into Google Calendar and add supplementary information such as office hours, meetings, assignment deadlines, exam dates, etc.
    iii. iStudiez Pro - iStudiez Pro is another platform similar to Google Calendar that allows users to manage their university schedule. It is designed specifically for students and therefore has user-friendly features.

b. Stay focused and aim to have short high-intensity study sessions with breaks staggered in between.
    i. Forest - helps users stay focused and make efficient use of their time by tracking screen time and applications used.
    ii. Momentum - used to set daily goals, find inspirational quotes, organize bookmarks, and set up screen uptime and downtime.

iii. Pomodoro Focus To-Do - helps users focus on a specific task for an allocated amount of time. It is great for improving time management and efficiency.

*Engineering Student Life**

Engineering students are hard workers, but they also know how to have fun (as most of you probably already know through lived experience). We've included some notable traditions below that might pique your mentee(s)' interests and get them excited about one day partaking in the traditions themselves.

a. **E-Week:** Short for Engineering Week, is the week when students from all across the department participate in various "fun" competitions representing their department and show their athletic, artistic, and engineering skills. It is hard to sum everything up so here's a video of Stephanie, Michelle, and Sharon sharing their experiences!



Figure 5: UBC Engineers repping their Red in front of the infamous Engineers' Cairn (from EUS)



Figure 6: Snapshot of the Opening Ceremony from E-Week 2019 (from EUS)

i. One of our favorite events is filmfEUSt. 2019 submission of PP's (first-year students) was a huge hit! You can watch it from here.

ii. After an intense week of interdepartmental competition, we end E-Week with the Engineer's Ball. It is the perfect time to put on a fancy outfit and eat a nice meal. The winner of E-Week is also announced, along with the yearly Emblem Awards and some other special awards being presented throughout the evening.

**Adapted from the EUS Instagram page, by the Engineering Undergraduate Society.*

Balancing School and Social Life

As you very well know, being an engineering student requires hard work and dedication. This can sometimes make it easy to forget to maintain a healthy work-life balance. Your mentee(s) will likely be very busy with their schoolwork, and often, we get carried away with the amount of work we need to complete. You should remind them that their mental, physical, and emotional health is an important part of their overall well-being and will contribute to their academic success.

Mental Health and Stress Management

As an engineering student, your mentee(s) will have to make time to take care of their mental well-being. This includes:

a. Eating healthy
b. Exercising regularly
c. Sleeping 7-9 hrs daily
d. Managing stress

In particular, managing stress is an important skill your mentee(s) should have. One way to do this is to first understand their source of stress and develop a plan to tackle their task. It is also important to unwind and relax through activities such as listening to music, reading books, yoga, talking to a friend, etc. Engineering communities are usually close-knit and a great source of support, so building a network of friends is a great way to stay connected.

For further guidance, please refer your mentee(s) to UBC's Health and Wellbeing Student Services, which offers detailed resources and self-help tools. Inform your mentee(s) that students with ongoing mental health issues may be eligible for certain accommodations through the Centre for Accessibility.

Time Commitment

As first-year students, mentee(s) might get very excited to join multiple clubs or design teams and overcommit themselves. Conversely, they might feel nervous about their workload and refrain from involving themselves in extracurriculars. It is important that they find a balance between the two based on their personal capabilities and interests. As a mentor, you should share some of your experiences with time commitments during first year and how you managed to find a balance between class and extracurriculars.

2nd Year Placement and the Different Disciplines

Preparing for 2nd year placement and learning about the different engineering disciplines is an important aspect of UBC Engineering that your mentee(s) should know about. It is good for mentees to keep this in mind early on to have a full understanding of the different disciplines that are available for them to explore.

General Process and Timeline

The second-year placement consists of two parts: a personal statement and a ranking of the disciplines a student wants. The personal statement is an essay that outlines a student's interest in their chosen discipline of study (their first choice) and why they believe they would be a good fit for the discipline. The student is then placed into a program based on their overall grade and their personal statement. It is a competitive process, so it is important for your mentee(s) to keep this in mind from the start of their school year.

September to Mid-March	Learn about the different disciplines
Mid-March to May	2nd year program preference form opens
May 22nd	2nd year program preference form closes
Mid-July	Reconsideration of 2nd year placement form opens
Late-August	Students are informed of reconsideration decision

Engineering Disciplines Offered at UBC

There are many different engineering disciplines to choose from, and while we will focus on the ones offered at UBC, each university has its own unique selection of disciplines that your mentee(s) may want to research more about before applying. They can learn more about the different engineering fields offered at UBC in the links below.

a. Biomedical Engineering
b. Chemical Engineering
c. Chemical & Biological Engineering
d. Civil Engineering
e. Computer Engineering
f. Electrical Engineering
g. Engineering Physics
h. Environmental Engineering
i. Geological Engineering
j. Integrated Engineering
k. Manufacturing Engineering
l. Materials Engineering
m. Mechanical Engineering
n. Mining Engineering

Choosing a Discipline

As a first-year student, choosing a discipline to study for the next 3-4 years is an overwhelming and challenging task. Be sure to remind mentee(s) that it is completely okay (and normal) if they don't know what field they are interested in just now. They will have the chance to learn more about the different fields throughout first year.

a. A few ways for your mentee(s) to learn about the different disciplines include:
    i. Paying attention in APSC 100
        - APSC 100 provides a good overview of each discipline throughout the year, and this can be a great way for mentee(s) to get introduced to the different disciplines offered at UBC.
    ii. Attending discipline-specific seminars or Q&A sessions
    iii. Doing their own research
        - Visit the program websites to see the years of study, different courses offered for upper years, co-op opportunities, and career pathways
    iv. Talking to upper years to get a student's perspective of the disciplines

Assure your mentee(s) that as the deadline for 2nd year placement form approaches, they will have a better understanding of what they want to study. Additionally, it is possible for students to transfer disciplines or take minors in a different field if they find that they are unhappy with their program of choice.

Supporting Yourself Financially

UBC has a great webpage to help plan finances. Please advise your mentee(s) to check it out here to get a full list of resources, predicted costs, and financial tips. We will cover some main ones here for your convenience. We also encourage you to share your own experiences with your mentees. What are some ways you save money in university (e.g., renting textbooks instead of buying, using student discounts)? How do you budget?

a. **Awards:** UBC and the University's donors provide a range of financial support to reward your academic and extracurricular achievements and meet financial needs. The two most common types of awards administered by UBC are scholarships and bursaries.

b. **Student Loans:** If your mentee(s) are domestic students or international students from the US, they might be eligible for student loans. There are many types of loans, and we recommend they look here to see which ones they might be eligible for. Eligibility is based on many factors, including:
    i. Income and assets
    ii. Tuition, mandatory fees, and book costs
    iii. Living expenses

Women in Engineering
Faculty of Applied Science | Professional Development
University of British Columbia Vancouver
1120E — 2332 Main Mall
Vancouver, BC V6T 1Z4
Inquiries: wiecommittees@gmail.com

*Mentorship Session 4: Professional Development**

(February - March)

*Keep in mind your mentee(s) might not be aware of what 'Professional Development' means. Take a moment to explain what it is if needed; you can use the description here.

Today's Objectives

a. To discuss the different ways to get involved on campus with your mentee(s) - from design teams to international volunteering opportunities
b. To discuss career opportunities such as internships, co-op, and work & learn with mentee(s), potentially sharing some of your own experiences in industry/research

Getting Involved on Campus

There are many different ways for university students to get involved outside the classroom. Recall all the times you made a friend through having an impromptu conversation at a club social, being part of the same design team, or even volunteering at a one-off campus event. Listed below are some of many different avenues in which mentee(s) could potentially get involved when they join UBC. The list is by no means exhaustive, and mentors are always encouraged to share personal experiences with extracurriculars (eg., design teams/clubs). The goals are to get mentees excited about the abundance of opportunities awaiting them in post-secondary, and to address any questions or doubts they may be feeling about getting involved as a future engineering student.

Engineering-Related Activities

a. Women in Engineering (WiE) - As you already may know, Women in Engineering is a student-led, faculty-supported organization that encourages inclusion, celebration, and development of women in engineering. It consists of five committees that support students through career and leadership workshops, outreach initiatives, and networking events.

b. Engineering Design Teams - UBC is home to 32 different Engineering Design Teams where students volunteer their time to gain hands-on experience and work collaboratively on design projects, including human-powered submarines, formula-style race cars, autonomous robots, steel bridges, space satellites, biomedical devices, and fuel-efficient cars!

c. Engineering Undergraduate Society (EUS) - The Engineering Undergraduate Society (EUS for short) is the student government for the engineering undergraduate students at UBC. They are responsible for putting on events (like E-Week) and services (like EUS tutoring) that strive to enhance students' experience.

d. Engineers Without Borders (EWB) - Engineers Without Borders is an international, non-governmental organization that promotes long-term global and social development to benefit students and environments worldwide. The UBC EWB Chapter has four branches focused on youth empowerment, advocacy, student mental wellbeing. and global sustainability.

e. Engineers For A Sustainable World (ESW) - UBC ESW's mission is to forge innovative, lasting solutions to local and global sustainability challenges. ESW achieves this purpose by planning and executing sustainable projects. The scope of these projects include engineering design, fundraising, advocacy, public outreach, and student competitions.

f. Gears & Queers - Gears is an engineering social club that creates an open and accepting environment for LGBTQ+ engineering students at UBC. The club provides a community for queer engineering students through campus-wide social and professional events.

g. UBC IEEE - The UBC IEEE Student Branch is the University of British Columbia's student club for members of the Institute of Electrical and Electronics Engineers. The UBC IEEE Student Branch aims to be a safe environment for UBC ECE students to convene and discuss their classes, their work experiences, and the life of an engineer. The UBC IEEE Student Branch also allows students to explore worldwide engineering efforts through an annual field trip.

Student Clubs

a. The UBC Alma Mater Society (AMS) is the largest student-led society on the UBC Vancouver campus and has tons of resources available for students, including job/volunteering/research opportunities, tutoring services, and over 350 clubs, ranging from stem cell research to acapella groups to martial arts
b. The database for the complete list of clubs at UBC can be found here

Volunteering

a. Community Service Learning offers students the opportunity to connect with local communities, have an impact on social issues, and gain hands-on, immersive experiences
b. As part of the UBC's Go Global, students can be a Go Global ambassador, where they can travel abroad to study, conduct research, or take a course overseas with UBC students and professors

Prospective Engineering Careers

The goal of this section is to introduce your mentee(s) to the wide variety of careers they might have with an engineering degree. Keep in mind your mentee(s) were likely only introduced to "traditional" engineering careers. Try to highlight industries and jobs they might not have associated with engineering before. We encourage you to also take this time to talk about your own career goals and experiences!

A great resource to introduce the variety of engineering careers out there is to read through and discuss some of these feature stories on past students and alumni stars with your mentee(s).



Figure 7: Thumbnails of featured stories on past students and alumni stars (from UBC Applied Science)

Professional Development

To get a head start, UBC students have the opportunity to grow and develop their skills in many different ways. Below is a list of suggestions you can touch on with your mentee(s):

a. Part-Time Jobs - The UBC CareersOnline tool is a great place to look for part-time jobs both in and out of Vancouver.

b. **Co-op Education** - The UBC Engineering Co-op program is a separate program that students can apply to be a part of after their first year. It is a great way to gain industry experience in an engineering field students are interested in and to make connections to enhance their career opportunities. With a co-op, students can combine their studies with full-time, paid work experience by adjusting their standard 4-year study terms.
    i. For more information, visit here: https://coop.ubc.ca/

c. **Work-Study/Learn Positions** - The Work-Study Program offers part-time students positions on campus, giving them opportunities to earn extra cash, develop professional and workplace skills, as well as exposure to potential career paths with ongoing support and mentorship.
    i. These programs range from research assistantships to design jobs!

d. **Undergraduate Research**
    i. If students are interested in working on a research project under their professor, they can apply for the Undergraduate Student Research Award.
    ii. Students can also participate in research going on at UBC by volunteering in research labs. Mentee(s) are encouraged to reach out to professors whose research interests them and ask if they have a place for them!

Women in Engineering
Faculty of Applied Science | Professional Development
University of British Columbia Vancouver
1120E — 2332 Main Mall
Vancouver, BC V6T 1Z4
Inquiries: wiecommittees@gmail.com

Mentorship Session 5: Reflections

(Closing Event - End of March)

Today's Objectives

a. Review goals you've set with mentee(s) from the beginning of the mentorship program
b. Reflect on key takeaways from the program, what mentee(s) have learned, and what topics they would've like to learn more about

Wrap-Up Discussions

In your mentorship groups, discuss what you and your mentee(s) have learned throughout this mentorship program and what they would've liked to explore more about.

a. Mentee Questions:

i. What is one thing you learned that you haven't heard anywhere else?
ii. What is one thing that made the mentorship experience memorable?
iii. What is one thing that worked out really well with your mentorship group?
iv. What is one thing you would suggest to improve the program for future mentees/mentors?

b. Mentor Questions:

i. What is one thing you've learned from your mentees and/or something that made the mentorship experience memorable?
ii. What's one final piece of advice you want to leave for your mentees?
iii. What is one thing that worked out really well with your mentorship group?
iv. What is one thing you would suggest to improve the program for future mentees/mentors?