



FUTURE GNB: SHAPING YOUTH EMPLOYMENT THROUGH MENTORING

January 2022





Agenda

- What is Mentoring?
- Impact of Mentoring
- Your Role as a Mentor
- Developing a Mentoring Relationship
- Mentoring as a Support and Social Capital for Students and Youth Employees

FUTURE GNB

Future GNB is a government-wide initiative supporting the creation of formal pathways for post-secondary students in accessing valuable experiential and work-integrated learning opportunities in the public service. We aim to provide all students in the province a chance to engage in meaningful experiential learning opportunities prior to graduation.



HISTORY OF MENTORING?

The character Mentor appears in The Odyssey, a story told by the Greek poet Homer. Mentor was a trusted friend of King Odysseus. When the king sailed away to fight in the Trojan War, Mentor was given the task of keeping the king's only son safe and helping him grow up to be successful.

The word “Mentor” itself comes from several Greek words meaning to think, to counsel, to remember, and to endure.

Over time, “Mentor” has come to mean a trusted advisor, friend, teacher, and wise person.



TURN A CONNECTION INTO A CAREER



The Power of Mentoring

Mentoring Definitions:

Today, mentoring can be described as a structured and trusting relationship that connects a mentee with caring individuals who offer guidance, support, and encouragement aimed at developing the competence and character.

OXFORD DICTIONARY: A mentor is “an experienced and trusted advisor”



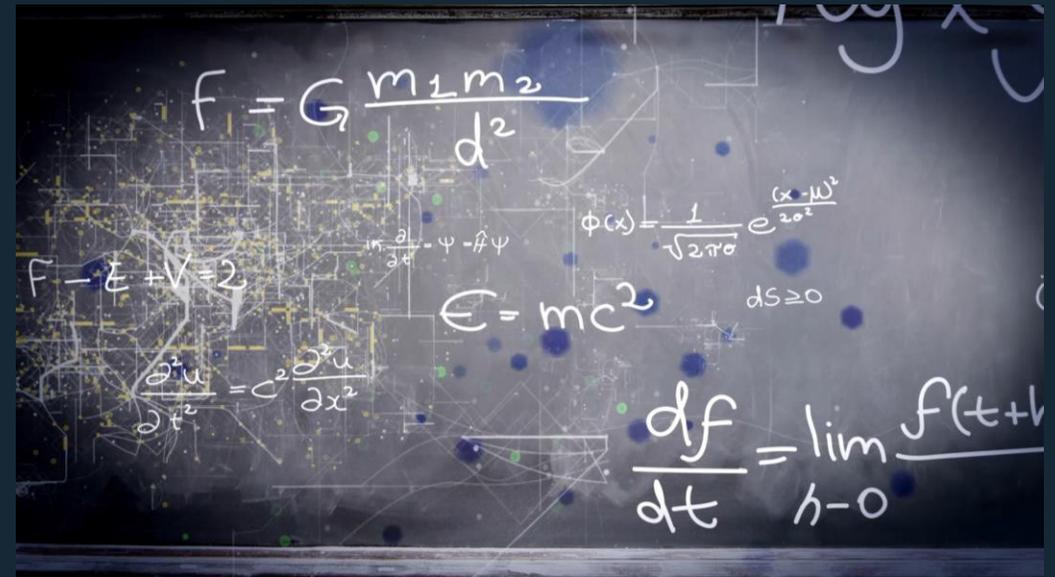
If you could be mentored by anyone, who would that be?

TYPES OF MENTORING RELATIONSHIPS

- **Formal:** Through a Mentoring Program
- **Informal:** Teacher, Coach, Supervisor
- **Natural:** Neighbor, Aunt/Uncle



WHAT DOES RESEARCH TELL US?



Impact of Mentoring

According to our State of Mentoring in Canada research:

- Mentored youth were **53% more likely to report good mental health** than non-mentored youth.
- Mentored youth were **twice as likely to have completed high school**.
- Mentored youth were **95% more likely to have pursued further education after high school**.
- Young people who had a formal mentor were **78% more likely to have an occupation** (studying and/ or employed).
- 75% of mentored youth said that their mentor had a **significant influence** on their self-confidence.
- Youth who had a mentor were **over two times more likely to feel like they belonged in their local community**

Did You Know?

50%+
of hires
result from
a personal
connection





Future GNB:

Mentoring is a key aspect of the Future GNB program and is a process in which an experienced individual helps another person develop their goals and skills through a series of time-limited, one-on-one conversations and other learning activities.

FUTURE GNB

STRATEGIC GOALS

GNB is working to position the Government of New Brunswick as a place where all students and employees can access rich learning opportunities and new ways to collaborate with one another, through experiential education.

To achieve this, we will focus on:

- Leveraging student talent to contribute to GNBs workforce while they are studying
- Enhancing employee and student engagement in the future workforce of New Brunswick
- Increasing the number of skilled students ready to join the workforce
- Increasing the numbers of students staying and working in NB Increasing diversity and inclusion in GNB
- Be a valued partner in a student's education and career pathway
- Cultivating leadership and mentorship skills amongst your employees
- Heightening awareness of your department and branch
- Accessing fresh perspectives and innovative ideas
- Attracting and employing motivated new employees or volunteers
- Retaining students post-graduation

GNB

YOUTH MENTORING EXPERIENCE

Program Goals

Future GNB aims to provide all students in the province a chance to engage in experiential learning opportunities prior to graduation. These rich and authentic experiences benefit New Brunswick students by:

- Providing opportunities to experience multiple career pathways in a practical work setting prior to graduation
- Highlighting the link between academics and the world of work, including high-demand sectors, skills and global competencies
- Expanding students' community connection, networks and the occasion for mentorship



TRAITS OF MENTORS

- **Interpersonal Warmth/Engaging**
- **Self Aware**
- **Active Listener**
- **Trustworthy and Dependable**
- **Unconditional Positive Regard**
- **Respectful of Values**
- **Good Natured Humor**
- **High Expectations/Not Perfection**
- **Walk Alongside an Individual Journey**



THINK
ABOUT THE
ROLE OF A
MENTOR

Good Listener who will be there when needed

Fun person *who is a pleasure to hang out with*

Guide *who helps with setting and achieving goals*

Motivator *who encourages*

Coach *who will help build skills and confidence*

Role Model *who is admired and looked up to*

Questions to Ask?

- What experiences and learning can I provide to the student?
- What are my own expectations for the relationship?
- Are there any obstacles that could impede the relationship's development?
- What is the best approach for a successful student-mentor relationship?



YOUR ROLE OF A MENTOR IS NOT.....

Authority Figure who acts like parent, guardian or judge

Therapist or Counsellor who tries to analyze everything said or done

Cure-all who tries to provide solutions to or solve every problem

Missionary who promotes personal religious beliefs or values



****DO NOT OVER COMMIT***

WHAT TO EXPECT FROM MENTEES

Different stages of development

Different life circumstances and
experiences

Systemic Racism

COVID and Mental Health





Creating Safe Spaces

- **Confidentiality**
- **Be Present**
- **Listen: *To what is said and what is not***
- **Be Attuned**
- **Language and Identity**

Meetings should be a safe and an open environment for mentees to share ideas, discuss their obstacles, and feel comfortable with taking risks.

MENTORING & YOUR ROLE AS A MENTOR

- Be a good listener
- Provide mentees with the basic tools, but leave them with the opportunity to learn to resolve issues themselves
- Clearly communicate your availability with your mentee
- Give your mentee honest, balanced and objective feedback
- Set reasonable expectations for your mentee
- Encourage them to work to the best of their abilities.
- Suggest alternative resources if your mentee asks about an area not in your wheelhouse Provide feedback to your mentee regarding their progress
- Hold mentees accountable if they are not meeting the expectations that you had established for the mentorship



BUILDING YOUTH EMPLOYEE COMPETENCIES



Criteria for Building Competencies and Reflection with Your Mentee

- Consistency in engagement throughout mentorship experience
 - Connection to specific mentorship goals
 - Relevance to the broader purpose of career advancement
 - Guidance through structured activities and discussion with your mentee
 - Articulation of personal growth in the mentorship experience



Adapted from: Ash & Clayton, 2009a; Bringle & Hatcher, 1999; Eyler, Giles, & Schneide, 1996; Rogers, 2001

Build a web of supports



The power of mentoring

The power of networking

What To Do In Your First Mentoring Session?



ESTABLISH

Establish ground rules



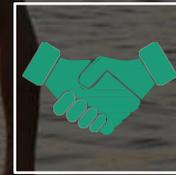
BRAINSTORM

Brainstorm with your
Mentee



DISCUSS

Discuss and create
agreement about the
mentoring experience



START

Start to get to know your
Mentee

Curious Questions

- What are some goals you'd like to focus on?
- What courses do you especially enjoy?
- What are some of your career interests?
- Where do you see yourself after post-secondary?
- Are you passionate about any extracurricular activities?
- What are some of your strengths, and what competencies do you want to develop?
- What are your expectations for the mentorship experience?



Mentoring is a two-way street. You get out what you put in.

Build & Manage the Relationship

Work together.

Balance teaching and learning.

Be solution oriented.

Be transparent about what you and Mentee need and want.

Celebrate and troubleshoot.

Connect regularly and add value.

Give Feedback



Acknowledge student development, growth, milestones have they reached.

What should they work on going forward?

What strengths, skills, attributes do you recognize in them?

Future GNB student placement: Performance Agreement



Description of the work, tasks, projects that you were assigned during your placement:



What went well / what aspects did you enjoy:



What was challenging / tricky:



Areas of learning, development:



Student comments:



Receiving Mentor/Supervisor Comments:

CELEBRATE!

**The closing of the
formal program and
mentoring relationship
does not need to be a
sad moment**

