

INDIGENOUS WORKWAYS MENTORSHIP FRAMEWORK

iSmudge Mentorship Framework
Developed by: Indigenous Workways

Contact Information: Indigenous Workways

info@indigenousworkways.org

Indigenous Workways is based out of the University of Waterloo, Conestoga College, and the University of Windsor. We respectfully acknowledge that these institutions are located on the traditional territory of the Three Fires Confederacy of First Nations, the Attawandaron (Neutral), the Anishnaabeg and the Haudenosaunee peoples. We respect the longstanding relationships with First Nations people in these places, which are situated in the 100-mile Windsor-Essex peninsula, the straits of Detroit, and the Haldimand Tract.

Table of Contents

Thinking about Indigenous Mentorship..... 2

 What Is Indigenous Mentorship? 2

 Why is Indigenous Mentorship important at work?..... 2

 Who is involved in Indigenous Mentorship? 7

 Who is responsible for Indigenous Mentorship? 7

 How can I integrate Indigenous mentorship into my workplace?..... 8

 What are some things I need to know when using Indigenous Mentorship/key considerations? 9

iSmudge: Introduction to Indigenous Mentorship Framework..... 11

An Overview of Key Considerations: At a Glance..... 12

 Key Elements of the Mentorship Framework 12

 Key Resources for a Successful Program 13

iSMUDGE Mentorship Agreement Template 14

Questionnaire Templates 19

 Mentorship Survey: Mentor Questionnaire..... 19

 Mentorship Survey: Mentee Questionnaire 21

Guidelines for Indigenous Mentorship 23

Reference Document for Non-Indigenous Professors and Supervisors 29

ISMUDGE Monthly Mentorship Tracking Plans 31

Indigenous Mentorship Program Schedule Templates 34

Thinking about Indigenous Mentorship

We would like to begin by thanking you for embarking on this journey. By choosing to read this and begin to explore what Indigenous Mentorship looks like, you have taken an important step to create an environment that is inclusive and nurturing for your Indigenous colleagues/direct reports.

What Is Indigenous Mentorship?

Many organizations today are actively working toward better equity, diversity, and inclusion (EDI) practices for their employees, however when thinking about your Indigenous employees it is important that they are recognized separately from any EDI practices already in place. Due to the complex history of the Indigenous community in Canada, most of the mainstream perspectives and practices to mentorship are unable to properly address the culturally specific norms and experiences that an Indigenous mentee might encounter in a Eurocentric workplace (Atay & Murry, 2023, p. 6). Traditionally, mentorship has a long Eurocentric history that discredits many Indigenous ways of knowing (Indspire, 2021, p. 3) and has previously taken a hierarchical approach where the mentor holds more power in the relationship than the mentee (Hinsdale, 2015, p. 50). Indigenous Mentorship is a reciprocal process with its roots in Indigenous culture and traditions, taking a holistic approach that focuses on the physical, emotional, spiritual, and mental well-being of the mentee rather than focusing on career advancement (Barayamal, 2023). This form of mentorship involves a mentee connecting with a mentor that can provide them with guidance and support to help them achieve their goals and can further their understanding of culture, history and identity (Barayamal, 2023). Indigenous Mentorship ultimately works to create long-term relationships, that are not hierarchical, where both parties are able to share and learn from each other (Barayamal, 2023) and is something that you should consider when thinking about how you can better support your Indigenous employees.

Why is Indigenous Mentorship important at work?

Indigenous Mentorship in the workplace is important for the following three reasons:

1. Enhancing Cultural Competence and Understanding

- Integrating an Indigenous Mentorship framework into your workplace can provide employees, Indigenous and non-Indigenous, with cultural knowledge and traditions that are essential to Indigenous employees' success (Barayamal, 2023).
 - Indigenous Mentorship frameworks that are built off Indigenous mentoring practices have been found to facilitate cross-cultural learning and support Indigenous individuals. By incorporating Indigenous values into the workplace, it allows for Indigenous employees the opportunity for other employees to understand their ethics, beliefs, customs, family structures, and identity conflicts (Sawyer et al., 2023, p.3).
 - Working in a social and culturally diverse environment has benefits for all employees, whether they are involved within a mentorship or not. The implementation of Indigenous mentorship programs can create a foundation within the workplace that fosters a level of mutual respect, shared responsibility, critical reflection, and a commitment from both Indigenous and non-Indigenous employees to seek to understand the diversity that is present within the workplace and what can be learned from each other in the roles that they are in within the workplace, while acknowledging the diversity that is present (University of Queensland, 2010, p.6).
 - Indigenous Mentorship frameworks can provide both the mentor and mentee, along with other employees within the workplace the opportunity to participate in cultural awareness training. Understanding differences among economic background/status, family backgrounds, education, and experiences can allow for there to be diverse understanding among employees, leading to greater success for Indigenous employees in a mentorship role (University of Queensland, 2010, p.18).
- Indigenous Mentorship can give Indigenous peoples a sense of belonging and comfort in the workplace (Barayamal, 2023).

- A sense of belonging is important as individuals' sense of self is greatly influenced by one's main social and environmental context, and can challenge an individual's character, experiences, culture, identity and perceptions (Allen et al., 2021, p.88).
 - Belonging is an essential aspect of an individual's life and research has shown that there are a multitude of benefits that come from an individual having a healthy sense of belonging, these include more positive social relationships, academic achievement, occupational success, and improved physical and mental health (Allen et al., 2021, p. 91).
 - Research suggests that belonging involves four different components that are all essential in order for an individual to feel a sense of belonging. These components, competencies for belonging, opportunities to belong, motivations to belong, and perceptions of belonging, reinforce and influence each other, over time, while shifting and evolving as individuals navigate social, environmental, and temporal spaces and experiences (Allen et al., 2021, p.92). Ensuring that these components or some of these components are being met for individuals through relationships, social settings, work, and culture is important for individuals, especially minority groups to have the opportunity to see success in various aspects of their life.
- Indigenous Mentorship can be an extremely powerful tool for community development and works to create a stronger and more resilient community (Barayamal, 2023).
 - Indigenous Mentorship programs allow for the incorporation of Indigenous ways of knowing, being, and cultural identity development, while acknowledging the community through collective ownership, responsibilities, and resilience (Sanchez et al., 2023, p.2).
 - Indigenous Mentorship can empower both the mentee and their communities through a sense of ownership and cultural identity, in hopes to influence future career goals (Sanchez et al., 2023, p.8)

- Mentees with the experience and knowledge they have gained through Indigenous Mentorship programs, can become role models and leaders within their own communities and empower others to pursue their own career and educational goals (Barayamal, 2023). Indigenous Mentorship also allows for the opportunity to protect and promote cultural traditions and practices, enhancing community development and building resilience for future generations (Barayamal, 2023).

2. Career Development and Promoting Leadership Opportunities

- Indigenous Mentorship can assist in leadership development for the next generation (Barayamal, 2023).
- Indigenous Mentorship can help to address the underrepresentation that we see of Indigenous individuals in leadership positions in the workplace (Barayamal, 2023)

3. Decolonization of the Workplace/Indigenization of the Workplace

- Colonization has contributed to the marginalization of Indigenous peoples in our society (Cooke et al., 2007) and the ongoing discrimination, stereotyping and prejudice experienced by Indigenous people is a large contributing factor (Atay & Murry, 2023, p. 2).
 - Canada has started the process of decolonization and is slowly working towards the removal of colonial elements, such as changes being made to federal government policies, the closure of Residential schools, and the work that is being done involving the Truth and Reconciliation Calls to Action. Although these are small steps towards decolonization, there has been little progress and there are still colonial practices that are present within Canada. The concept of Indigenization is a term that focuses on the addition or redoing of Indigenous elements. It moves beyond insincerity gestures of identification or inclusions to meaningfully change colonial practices and structures. Indigenization allows for the rebalance of power, dominance, and control to be returned to Indigenous Peoples, and their ways of knowing and doing are discerned, presented, and practiced as an equal to the current western ways of knowing and doing (Queens

University, 2024, <https://www.queensu.ca/ctl/resources/decolonizing-and-indigenizing/what-decolonization-what-indigenization>).

- How mentorship supports the process of decolonization is ensuring that these mentorships are not built from a Eurocentric framework and is built from a structure that supports and opens up safe spaces for Indigenous Mentorship (Indspire, 2021, p.4, <https://indspire.ca/wp-content/uploads/2021/08/Decolonizing-and-Indigenizing-Mentorship-EN-FINAL.pdf>).
- Indigenous Mentorship needs to be done in a way that supports Indigenous Peoples and is created alongside Indigenous Peoples in order to support the process of decolonization and remove Western views and values from Indigenous Mentorship programs. Having an Indigenous Mentorship program that incorporates cultural integrity, is non-hierarchical, includes peer support, and the opportunity for reflection and self-reflexivity (Indspire, 2021, p.4-7). Incorporating these factors within Indigenous Mentorship is a start to supporting the process of decolonization within the workplace for Indigenous Peoples.
- Morrison et al. (2008) completed a study comparing the perceptions of Indigenous peoples from the late 1900s to those of the early to mid-2000s. This study discovered that the negative stereotypes often associated with the Indigenous population continued to be present within the rest of society regardless of the time that had passed (Morrison et al., 2008).
 - Mentorship can positively impact these perceptions by bringing Indigenous ways of knowing and cultures into an environment that has historically been Eurocentric. In doing so, non-Indigenous employees will be able to engage with Indigenous cultures and ways of knowing in a positive environment allowing for a better overall understanding and the formation of more accurate perceptions of Indigenous culture.
- The implementation and integration of an Indigenous Mentorship framework in a Westernized workplace can work to address inequalities due to mentors' ability to respond to the need of Indigenous employees efficiently (Atay & Murry, 2023, p. 3)

Who is involved in Indigenous Mentorship?

When looking to implement an Indigenous Mentorship framework within your organization it is important that a several individuals are involved. As mentioned above, a traditional mentorship dynamic involves a mentor and mentee, and although this relationship is still important when practicing Indigenous Mentorship, it looks a little bit different (Styres, 2017, p. 31). Rather than having the relationship between mentor and mentee take on a hierarchical dynamic, Indigenous Mentorship places emphasis on a circular approach (Atay & Murry, 2023, p. 4). A circular approach to mentorship utilizes a collaborative and social form of group mentoring. It allows for the mentor to benefit from the mentee and vice versa. When you utilize a circular approach, you and your organization can promote unity, which can help in addressing the complex history of Indigenous peoples in Canada (Styres, 2017, p. 31). In addition to those already working within your organization, a circular approach includes your local Indigenous services or Indigenous individuals who are active members in your respective community. These individuals are incredible assets when integrating this framework into your workplace, as it helps to ensure that Indigenous voices and leaders are recognized (Atay & Murry, 2023, p. 1). At this point, you are probably wondering who a mentor can be, and although having an Indigenous individual in the role of a mentor would be ideal, not all mentors need to be Indigenous (Atay & Murry, 2023, p. 1). If your organization finds themselves in a position where there are not any Indigenous individuals to provide mentorship, you can still integrate this framework if you as an organization ensure that there is access to resources for non-Indigenous mentors, many of which will be provided or addressed throughout the modules. Any resources that are provided are intended to enhance the non-Indigenous mentor's knowledge on the Indigenous population they will be working closely with to ensure that they are helping rather than hurting.

Who is responsible for Indigenous Mentorship?

Indigenous Mentorship is not the responsibility of the Indigenous community. Ultimately, organizations are responsible for the integration of Indigenous Mentorship frameworks and most workplaces today are rooted in Western ideologies, learning and teaching. The onus is on your organization to create spaces of trust, learnings and teachings that incorporate Indigenous ways of knowing to help break the cycle of distrust, stereotyping,

prejudice, and discrimination that are often found in Western workplaces (Atay & Murry, 2023, p. 2). The individuals within your organization who already hold power can have a significant impact when trying to integrate a mentorship framework as they can help to create inclusive and respectful leadership-building relationships that increase your Indigenous employees' feelings of safety and security (Thorpe-Moscon, & Ohm, 2021, p. 7). Everyone within your workplace has a responsibility to demonstrate empowerment, accountability, and humility when it comes to the integration of a mentorship framework (Thorpe-Moscon, & Ohm, 2021, p. 11). When all employees demonstrate these traits, it helps to ensure all team members, and most importantly Indigenous team members, feel as though they can flourish and find success within the workplace and are comfortable being their whole selves (Thorpe-Moscon, & Ohm, 2021, p. 11). Ensuring that everyone in your organization is accountable helps to ensure that conversations can be had openly discussing how to demonstrate the wide variety of perspective, identities and cultures that are of value in the workplace (Thorpe-Moscon, & Ohm, 2021, p. 11). In addition, humility challenges those who work within your organization to have a better understanding about the historical experiences and culture of Indigenous peoples and by gaining this understanding, allows for them to feel heard and valued in the workplace (Thorpe-Moscon, & Ohm, 2021, p. 11). When your organization has committed to integrating Indigenous Mentorship, it is vital that there is someone within your organization who is willing to advocate for the mentorship framework (Atay & Murry, 2023, p. 5).

How can I integrate Indigenous mentorship into my workplace?

Another important thing that you must consider before introducing Indigenous Mentorship into your workplace is how you are going to integrate it successfully. As you begin the integration process, it is important that the framework addresses and supports the needs of the mentees who are a part of your organization (Brereton & Taufatofua, 2010, p. 18). A great place to start is to identify the needs of your organization and try to recognize or understand what resources are required for you to be successful (Brereton & Taufatofua, 2010, p. 18). In addition to those available within the framework and modules provided by Indigenous Workways, allocating existing resources within your community that help to support both the mentor and the mentee can be helpful during recruitment and training process; this can include funding, ensuring

employees participating in this program have adequate time to do so, and connecting them to your local Indigenous centre or community. These resources can act as extra support for everyone involved (Brereton & Taufatofua, 2010, p. 18). Maintaining a clear line of communication with all levels of your organization is also very important, as it ensures your commitment to Indigenous Mentorship can be recognized and understood throughout all levels of the workplace (Brereton & Taufatofua, 2010, p. 18). Flexibility must also be kept top of mind when integrating this framework. Flexibility within your organization ensures that your employees are able to evolve on their own timelines, which is important as it recognizes the immense diversity that exists within the Indigenous population, the challenges that they face and their mentoring needs (Brereton & Taufatofua, 2010, p. 18). Ultimately when integrating a mentorship framework into your workplace there is not a ‘one size fits all’ approach to this and doing what is going to benefit your employees is the most important thing to keep in mind.

What are some things I need to know when using Indigenous Mentorship/key considerations?

When using Indigenous Mentorship in your workplace, there are many things that should be taken into consideration – here are some of the most important things to keep in mind:

- This should be an Indigenous led initiative within your organization.
 - Current Indigenous employees should serve as mentors to Indigenous mentees when it is possible. **This helps to ...**
 - Indigenous voices and ideas should be recognized and respected.
 - Involve your local Indigenous community members.
- Consider the adequate time and space that should be given to your employees to carry out this work effectively.
 - How much time will the employees participating need to dive into this work effectively?
 - Employees participating in the Mentorship program should not be expected to hold mentor/mentee meetings outside of the workday – time should be allocated for mentor/mentee meetings to occur. We

recommend..., but it is important to remember that every pairing will have a unique set of needs.

- Your organization must be committed to supporting this program as it is a continuous process and not a one-time event.
- How will your organization continue to incorporate an Indigenous Mentorship framework long term?
 - It is important to have a plan set in place for how your organization plans to financially support this framework and maintain employee engagement.
 - *Provide recommendations/insights into why these recommendations exist*

Final Thoughts:

As you work your way through this process, it is important to remember that the first step of advocacy has been met and as we dive into what Indigenous Mentorship looks like for you and your organization, we thank you for taking on this initiative.

iSmudge: Introduction to Indigenous Mentorship Framework

iSmudge is not a preexisting mentorship program. Instead, this is designed as a mentorship framework that can be used to help create Indigenous mentorship programs within organizations. Within this framework, you can expect to find the forms, teaching material, schedules and written documents that are needed to set up a mentorship program. It should be noted that this mentorship framework is not something that can be applied exactly as it exists within your workplace and will need to be individualized to your context. A key tenant of Indigenous mentorship is the need to cocreate teaching and learning with the participants in the program. This framework should be used as a base, which can then be built upon to help meet the wants and needs of those who are participating in the program.

Within this package you will be able to find the following resources:

1. A framework for Indigenous mentorship
2. An FAQ on the iSmudge program
3. Basic Schedules for the program
4. Mentor and Mentee Questionnaires
5. Meeting plans for monthly gatherings
6. Guides for Indigenous and non-Indigenous mentors
7. Resources for non-Indigenous employees and supervisors.

The iSmudge mentorship framework is fundamentally constructed on the principles of promoting the decolonization of post-secondary institutions. In many ways, post-secondary institutions have long been centers of Western knowledge and perspectives. By creating communities and fostering relationships through Indigenous mentorship, we can begin to deconstruct these modes of thinking. As a result, the purpose of iSmudge is twofold. On one hand, it is to provide Indigenous employees with communities and support both while at work. As a secondary motive, this mentorship framework can help to invite Indigenous methodologies and knowledge forms into your workplace. The inclusion of Indigenous mentorship can help your workplace more inclusive of Indigenous employees.

An Overview of Key Considerations: At a Glance

Indigenous Mentorship Programs: An understanding behind the importance of cultural and spiritual support for the success of Indigenous employees navigating colonial institutions.

Key Elements of the Mentorship Framework

- Indigenous mentorship programs are designed to be connected to other programs in the community. For these programs to be successful, they should not stand alone. Ideally the mentorship programs should be connected to Indigenous centers, local Indigenous communities, and elders.
- For this program to be successful, there must be a time commitment by mentors and mentees alike. The minimum program participation should be 6 months. However, if there is enough interest then a full year commitment would lead to greater results and growth.
- These mentorship programs should be founded on the idea of “nothing about us without us”. These programs need to be established in full partnership with Indigenous voices and leadership. It is of critical importance to not only get the input of Indigenous employees and stakeholders, but also the individuals who may be interested in participating in the program.
- Community is a key tenant of the mentorship framework. To truly root this program in Indigenous methodologies and cultural approaches to education, the inclusion and development of community must be a driving force for this program. This connection to the community will add value by bringing together Indigenous ways of knowing and workplace practices. In this case, community and culture cannot be separated from one another. To engage community, look for networking, partnership, and/or volunteer opportunities with local Indigenous organizations and businesses.
- A primary goal of this program is to encourage employees to be unapologetically Indigenous. There will be a concerted effort in these programs to encourage a safe and open connection to culture through mentorship. Only when culture is deeply intertwined in these programs can there be a high success rate.
- There is no single way for these programs to run. There should be flexibility for employees to make this experience their own.

Key Resources for a Successful Program

- These programs should be run through Indigenous offices or employees. Although all mentors do not need to be Indigenous, there should be access to Indigenous leaders and resources to make this program successful.
- Community representatives and consultants within the programs can foster connections to the community.
- Key foundational roles should be occupied and led by Indigenous people. The active participation of elders, knowledge keepers, will help the program be successful.
- The families of employees should be actively included in the mentorship program, where possible (e.g., after hours social event or bring your child to work day). This will help create a sense of community and allow mentees and mentors to bring their whole self into the program.
- A key resource for this program is time. Mentors and mentees will be expected to meet at least twice a week on their own time. In addition to this, there will be monthly gatherings and workshops to allow for peer mentorship and the focus on related workplace topics.
- A safe space for meetings needs to be identified and upheld. This should be a space that is easily accessible and somewhere where employees feel as if they can be themselves freely. The spaces should be identified by the mentee if there is no access to an Indigenous office within the workplace.
- There should be a single person acting as a reference point for this program. This one person should be a touch point for both mentors and mentees. They should also be someone who can organize and facilitate monthly meetings based on the resources required.
- Funding is a critical part of the mentorship program. For program success there needs to be the ability to provide honorarium to participants and elders, as well as funding for resources such as food at meetings. An allocation of monetary resources not only allows the program to run effectively, but also signals that this work is valuable.

ISMUDGE Mentorship Agreement Template

This agreement between ___(mentee) and __ (mentor) is intended to outline the unique terms of our mentoring relationship.

We agree to enter into a mentoring relationship for a period of ___ months, from _ (month) to ___(month) , ____ (year).

We have discussed and agreed on the parameters outlined in our agreement and we are committed to working together to help the relationship succeed.

In stating our mentoring relationship, we recognize that each partner enters this agreement with different strengths and challenges. To facilitate an open and mutually beneficial relationship we have identified these as:

Mentee's Challenges/Strengths

- 1.
- 2.
- 3.

Mentor's Strengths/Skills

- 1.
- 2.
- 3.

We have discussed how these challenges and strengths will contribute to the success of the relationship and the mentee's professional aspirations. For the purpose of our relationship we have defined success as:

Creating a welcoming and inclusive space that promotes Indigenous success, guidance, and growth inside and outside of the workplace.

We will strive to build a mentoring relationship that is built on mentoring relationship best practices. In doing so we agree to:

-
-
-
-
-
-

-
-
-

Roles and Responsibilities

In forming our mentoring relationship, we have agreed on the following responsibilities for our roles:

<p>Mentee</p> <ul style="list-style-type: none"> • •
<p>Mentor</p> <ul style="list-style-type: none"> • •
<p>Shared</p> <ul style="list-style-type: none"> • •

MENTEE GOALS AND ACTIONS

The mentee should establish with the mentor at least three professional development or personal growth goals. It may be helpful to determine how your goals fit in each of the following areas: skill development, networking, field/discipline knowledge and workplace awareness/culture. Goals should be specific, measurable, attainable, relevant, and have a time frame. (SMART)

<p>GOAL #1 - Workplace Awareness/Culture</p> <ul style="list-style-type: none"> • <p>ACTIONS</p> <ul style="list-style-type: none"> • • <p>SUPPORT REQUIRED FROM THE MENTOR</p> <ul style="list-style-type: none"> • • •
<p>GOAL #2 - Networking</p> <ul style="list-style-type: none"> • <p>ACTIONS</p> <ul style="list-style-type: none"> • • <p>SUPPORT REQUIRED FROM THE MENTOR</p> <ul style="list-style-type: none"> • • •
<p>GOAL #3 - Enhance Leadership Skills</p> <ul style="list-style-type: none"> • <p>ACTIONS</p> <ul style="list-style-type: none"> • • <p>SUPPORT REQUIRED FROM THE MENTOR</p> <ul style="list-style-type: none"> • • •

Communication Expectations

We have discussed and agreed to the following guiding principles surrounding communication format and frequency. We recognize the critical role this plays in the success of our mentoring relationship.

Meeting Details

Meeting Frequency:	
--------------------	--

Meeting Day and Time:	
-----------------------	--

Meeting Duration:	
Meeting Location:	
Meeting Cancellation Policy:	

General Communication

Methods for Communication	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6.
Response Time:	
Communication Frequency:	

Privacy and Confidentiality

We have discussed and agreed to share the following items during the course of our mentoring relationship, this is not an exhaustive list, and additional items may be shared if agreed to by both parties.

By Mentee:

- a.
- b.
- c.

By Mentor:

- a.
- b.

We have discussed and identified items that will remain confidential to the parties identified in this agreement. These items will NOT be shared with third parties:

Workplace specific incidents, conversations, to be confidential unless otherwise specified.

We will evaluate the effectiveness and value of our mentoring relationship through discussion at our regular meeting. We both commit to taking an active role in resolving conflicts in our mentoring relationship and will contact the ISMUDGE Project Manager if we are unsuccessful. In addition, we have reviewed the Tracking Plan and have identified that we will (please circle one):

a.

OR

b.

No-Fault Termination

We are committed to open and honest communication in our relationship. We will discuss and attempt to resolve any conflicts as they arise. If, however, one of us needs to terminate the relationship for any reason, we agree to abide by the decision of our partner and notify the program manager immediately.

We agree to enter this mentoring relationship as to the defined, and will maintain confidentiality.

Date

Date

Mentee's signature

Mentor's signature

Contact Info

Contact Info

NOTES:

Questionnaire Template

In this section, you will be able to find a series of templates that can be used as intake questionnaires for those interested in participating in an Indigenous Mentorship program.

Mentorship Survey: Mentor Questionnaire

Name:

Nation:

City / Location:

Role/Position_____

Thinking about your employment history, what positions or roles did you like the most? Please expand on why_____

Not all career trajectories take a linear path – often we have a pause or sidestep. Please describe anything of note about your career path. _____

What are your strengths in the workplace?

What would you like to develop further?

Are there aspects of your Indigenous culture or identity that you think are important to describe to your mentor prior to meeting? Especially as they pertain to your experience at work.

Is there anything else you would like your mentor to know about you before you meet?

Questionnaire: (Short Answer)

1. Why do you want to be a mentor?

2. What kind of time commitment are you able to make to a mentoring relationship?

3. How formal would you like the relationship to be?

4. How frequently are you able to meet with your mentee?

5. How long would you be interested in being in a mentorship role? (e.g., only for the period of the programs contract? Continue communication and support after the program is done?)

6. What special skills and knowledge; education and training; experience or affiliations are you able to offer a mentee?

7. What kind of projects would you like to work on with a mentee?

8. Describe your ideal mentee.

9. What does mentorship mean to you?

10. Greatest strengths? (e.g., leadership, communication, etc.)

11. When you think about communicating with your mentee, how do you envision the relationship? (causal, calling when needed, always available, more structured with set meeting times, etc.)

Yes or No Questions: (Circle one)

1. Is internet connection/access to the internet a barrier to participating in an online mentorship program? **Y / N**
2. Would you prefer to meet in person or virtually? Please circle one
3. I like the feeling of having others seek me out for advice or guidance: **Y / N**
4. I find that helping others learn is personally rewarding: **Y / N**
5. I have specific knowledge that I want to pass on to others: **Y / N**
6. I enjoy collaborative learning: **Y / N**
7. I find working with others who are different from me to be energizing: **Y / N**
8. Have you participated as a mentor or mentee in the past? **Y / N**

Mentorship Survey: Mentee Questionnaire

Name: _____

Nation: _____

City/ Location: _____

Position in the organization: _____

Questionnaire: (Short Answer)

1. Describe your ideal mentor.
2. What does mentorship mean to you?
3. How often would access to Elders be beneficial to you?
4. Where would you like to grow your area of expertise?

5. What would you like to get out of your mentorship? (e.g., career advice, guidance, management/leadership, or expanding networks, etc.)

6. Greatest strengths? (e.g., leadership, communication)

12. When you think about communicating with your Mentor / Mentee, how do you envision the relationship? (casual, calling when needed, always available, more structured with set meeting times, etc.)

7. What specific objectives and experiences do you think will help you achieve your goals?

8. What kind of time commitment are you able to make to a mentoring relationship?

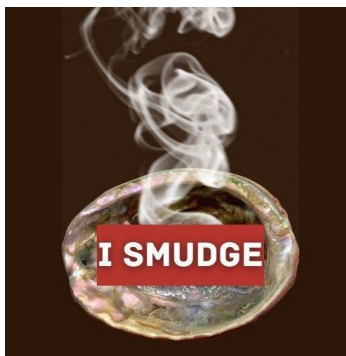
9. What do you think you can offer to a mentor who is able to work with you, in terms of shared skills, experience, strengths?

Yes or No Questions: (Circle One)

1. Is being paired up with a mentor in department/division/unit important to you? **Y / N**
2. Have you participated as a mentor or mentee in the past? **Y / N**
3. Would you be interested in eventually becoming a mentor yourself? **Y / N**
4. In addition to mentorship experience, would you be interested in other activities (e.g., events, ceremony, trips to sporting events, etc.) **Y / N**
5. Are you comfortable with online meetings/check ins with your mentor? **Y / N**

Guidelines for Indigenous Mentorship

Indigenous Student Mentorship: Unapologetically Developing and Growing Excellence



I SMUDGE was designed through a co-developed Indigegological framework to provide Indigenous employees, career, and leadership guidance through spiritual, cultural, and community-based support.

Program Description

Indigenous employees will work closely as mentors with junior Indigenous employees. Mentors and mentees will be paired up based on program, career goals, and experience.

Objectives

To provide:

1. Spiritual, cultural, and community support
2. Networking opportunities
3. Organizational knowledge

As a Participant in I SMUDGE you will:

- Work closely with Indigenous employees who have experience in your organization
- Build leadership skills
- Network with employees and Indigenous community members

Eligibility

You are an ideal candidate for I SMUDGE if you:

- Are Indigenous
- Can commit to the duration of the program
- Are passionate about leadership and community-based learning
- Are looking for guidance from experienced Indigenous employees
- Are motivated to become a future mentor

We are committed to providing Indigenous employees a welcoming and inclusive space that promotes Indigenous success, guidance, and growth inside and outside of the workplace.

As a mentor in I SMUDGE you will:

- Work closely with new/junior Indigenous employees
- Teach leadership skills
- Help employees connect with your workplace's Indigenous community, as well as community Indigenous resources
- Help with networking and job experience opportunities

Eligibility

You are an ideal mentor for I SMUDGE if you:

- Are an Indigenous employee that has been with your organization for long enough that you think you can mentor someone else
- Can commit to the duration of the program
- Are passionate about leadership
- Are interested in providing guidance and support outside of colonial

I SMUDGE is committed to advocating for Indigenous employee mentorship through workplace and community support. Our intent is to help build leadership skills among Indigenous employees with the intent of mentees taking up leadership roles to guide the next generation of Indigenous talent.

Program Details

IMPORTANT DATES:

I SMUDGE PROGRAM: start date - end date

Application Deadline: TBD

I SMUDGE Participants Selection: TBD

I SMUDGE Mentorship Teams Announced: TBD

Orientation & Program Launch: TBD

Dates are subject to change due to program changes

Assessment of Application Stage 1

Eligible applications will be evaluated by the I SMUDGE selection committee, composed of I SMUDGE committee members and select Indigenous community members. The I SMUDGE committee will be chosen with consideration of Indigenous members who are active and involved within their Indigenous community.

Assessment Criteria

Decisions will be made on the applicant's ability to meet the requirements that are essential for becoming a Mentor or Mentee. Applications will be based on experience, commitment capacity to this program, enthusiasm, and passion for cultural, spiritual, and community mentorship.

Terms and Conditions

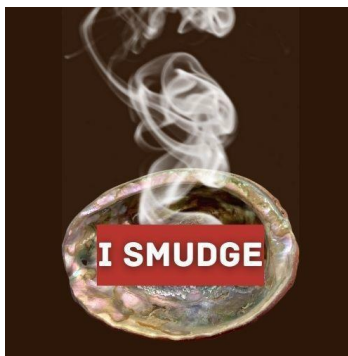
Before you apply, please note all successful applicants agree to the following conditions.

You will:

- Be able to commit to the full duration of the program
- Be able to have a reliable source of communication for mentors/mentees and for program coordinators to be able to contact you
- Attend monthly program meetings
- Be willing to participate in mentorship outside of colonial institutions
- Provide feedback on your experience in the program
- Understand that everyone is at different stages in their journey and that humility, kindness, understanding, and respect towards one another is needed to build a welcoming and safe space in this program

Guidelines for Non-Indigenous Mentors

Indigenous Mentorship: Unapologetically Developing and Growing Excellence



I SMUDGE was designed through a co-developed Indigegological framework to provide Indigenous employees with career, and leadership guidance through spiritual, cultural, and community-based support.

Deadline for Application: TBD

Note:

- I Smudge is primarily designed to be a mentorship program focused on creating relationships between Indigenous people in the workforce and Indigenous undergraduate students. However, non-Indigenous mentors are welcome to apply. It is important as a non-Indigenous mentor, there is a proper awareness of Indigenous cultural practices, as well as historical and current events. With the proper awareness, it is the belief of this framework that these relationships can still be useful and beneficial within the I Smudge mentorship program.

Program Description

Mentors will work closely as mentors for current Indigenous employees. Mentors and mentees will be paired up based on program, career goals, and experience.

Objectives

To provide:

1. Spiritual, cultural, and community support
2. Networking opportunities
3. Leadership and workplace knowledge and skills

Eligibility**You are an ideal candidate for an I SMUDGE Mentor if you:**

- Willing to meet with a mentee at least once a week.
- Able to attend monthly meetings with the entire mentorship program (either virtually or in person).
- Have an awareness of Indigenous mentorship practices and cultural approaches so that you can effectively support your mentee.
- Be working in a professional field and willing to share your knowledge and network with your mentee.
- Be willing to listen and learn from those around you.

We are committed to providing Indigenous employees a welcoming and inclusive space that promotes Indigenous success, guidance, and growth inside and outside of the workplace.

As a non-Indigenous mentor in I SMUDGE you will:

- Work closely with the Indigenous employee you are paired with.
- Provide the employee with guidance and insight related to professional life within your organization.
- Meet with employee regularly to discuss their progress and to support them in their professional development.
- Attend monthly meetings with your mentee (when possible) to engage with a wider group of mentors and mentees.
- Keep yourself informed of expected practices in an Indigenous mentorship context.
- Listen to the needs of the employee you are mentoring. Be willing to leave your own cultural approaches and practices out the door and meet the employee where they are at.
- Stay connected with the local Indigenous community/elders as a resource and support throughout the mentorship process.
- Help with networking and job experience opportunities for the employee
- Be willing to listen and learn.

I SMUDGE is committed to advocating for Indigenous mentorship through in and out of the organization community support. Our intent is to help build leadership skills among Indigenous employees with the intent of mentees taking up leadership roles to guide the next generation.

Program Details**IMPORTANT DATES:**

I SMUDGE PROGRAM: start date - end date

Application Deadline: TBD

I SMUDGE Participants Selection: TBD

I SMUDGE Mentorship Teams Announced: TBD

Orientation & Program Launch: TBD

Dates are subject to change due to program changes

Assessment of Application Stage 1

Eligible applications will be evaluated by the I SMUDGE selection committee, composed of I SMUDGE committee members and select Indigenous community members. The I SMUDGE committee will be chosen with consideration of Indigenous members who are active and involved within their Indigenous community.

Assessment Criteria

Decisions will be made on the applicant's ability to meet the requirements that are essential for becoming a Mentor or Mentee. Applications will be based on experience, commitment capacity to this program, enthusiasm, and passion for cultural, spiritual, and community mentorship.

Terms and Conditions

Before you apply, please note all successful applicants agree to the following conditions.

You will:

- Be able to commit to the full duration of the program
- Be able to have a reliable source of communication for mentors/mentees and for program coordinators to be able to contact you
- Attend monthly program meetings
- Be willing to participate in mentorship outside of colonial institutions
- Provide feedback on your experience in the program
- Understand that everyone is at different stages in their journey and that humility, kindness, understanding, and respect towards one another is needed to build a welcoming and safe space in this program

Reference Document for Non-Indigenous Professors and Supervisors

The following document is made as a quick reference tool for non-Indigenous supervisors who are working with Indigenous employees. The purpose of this document is to help supervisors receive base level information that will be helpful in creating successful relationships with Indigenous employees. This is a resource that can be accessed by all Indigenous mentees within the I Smudge Indigenous mentorship program.

Differences Within Western and Indigenous Academic Spheres:

There are distinct differences between Eurocentric methods of education/work and Indigenous pedagogical approaches. These distinctions can sometimes become more noticeable at the post-secondary level, with a distinctive split between Indigenous and Western spheres within post-secondary institutions. Many of these differences come from the unwillingness of academics focused on Western teaching and research methods to view the importance and validity of Indigenous approaches to learning. These differences can be carried into the workplace where non-Indigenous employees continue to reinforce Eurocentric approaches. However, Indigenous culture and methodological approaches are not only important but allow greater connection and inclusion of Indigenous employees into organizations. In the following segments, you will receive a brief overview of information and resources that you can access and apply to help make your work approach increasingly inclusive of all employees.

Things to be Aware of:

- The employees you are working with may not approach work in the same way that you do. The perspectives on how knowledge is accumulated and transmitted vary greatly between Eurocentric and Indigenous perspectives.
- Alternative forms of research such as oral histories and testimonies, circularity and place-based conceptions of knowledge are highly valued within Indigenous academic practice. Whenever possible, these methods of engaging in work and knowledge sharing should be valued and included in workplace practices.
- There are varying levels of intergenerational trauma experienced by Indigenous People with relation to the education system and colonial work environments. It is important to recognize that Indigenous employees, along with their families and communities have often experienced generations of harm at the hands of Canada's education system and many organizations.
- It is important to be aware that the needs of Indigenous employees will all be different. Indigenous people and employees are not a monolith, and their relationship with work will vary based on their own lived experience.

Building Relationships and Safe Environments:

As leaders within your organization, it is important to build environments in your workplace that are safe and supportive for all. The goal of this document is to provide some feasible and reasonable steps that you can take to help foster a safe and inclusive environment for Indigenous employees.

- **Listen.** Taking time to listen to the needs of Indigenous employees and their communities is one of the most important things you can do as a leader. Indigenous employees know best what their strengths, barriers and needs are. By listening to Indigenous employees, you can help create an environment that is safe and inclusive for Indigenous employees.
- **Engage with Resources.** There are many resources available to help make your workplace more inclusive and representative of the Indigenous employees you are working with. For example, you could partner with local Indigenous communities can help to understand the specific perspectives and needs of the Indigenous communities on whose land your academic institution is located.
- **Allow space for flexibility in research and delivery.** Being flexible to alternative perspectives and approaches is critically important as a leader. It is important to remember that many commonly held approaches and practices come primarily from Eurocentric schools of thought. Allow space for Indigenous employees to apply collaborative and community-based approaches to their learning, and to include Indigenous methodologies and ways of thinking as valid and important forms of knowledge and meaning-making.
- **Incorporate Indigenous pedagogies.** Engaging with Indigenous pedagogical practices and research methodologies is an excellent way to help employees feel represented within your organization. This can include practices such as oral histories and storytelling, relationality, circularity, and place-based learning, among many others.

Resources for Further Learning:

Below you will find additional resources that can be useful in helping you to create a safe and inclusive environment. Some of these are general resources, others will be more specific to your workplace.

- Your workplace policies on Indigenous inclusion and representation [to be filled out with contact information by individual organization]
- Local Indigenous communities [to be filled out with contact information by individual institution]
- Native-Land.ca
- [Paths to Reconciliation](#)
- [AFN and Marie Battiste - Indigenous Knowledge](#)
- [Learn Alberta - Running a Sharing Circle](#)
- [uAlberta - Indigenous Canada Course](#)

ISMUDGE Monthly Mentorship Tracking Plans

These tracking plans should be used by the mentor and mentee respectively to plan and document their meetings. These tracking documents are used for the calendar month, with a new plan being used at the beginning of each month. The mentor and the mentee should have this plan at their meetings and keep track of them after to document their progress and any topics they wish to discuss.

Mentor Tracking Plan

Date	Length of Meeting	Discussion Notes	Further Questions
		<p>Goal for this Meeting:</p> <ul style="list-style-type: none"> • <p>Key Discussion Points:</p> <ul style="list-style-type: none"> • • • <p>Important Takeaways:</p> <ul style="list-style-type: none"> • • 	

		<ul style="list-style-type: none"> • <p>Next Meeting Date:</p>	
--	--	---	--

Mentee Tracking Plan

Date	Length of Meeting	Topics Discussed	Further Questions
		<p>Question for Mentor:</p> <ul style="list-style-type: none"> • <p>Key Discussion Points:</p> <ul style="list-style-type: none"> • • • <p>Important Takeaways:</p> <ul style="list-style-type: none"> • • 	

		<ul style="list-style-type: none">• <p>Next Meeting Date:</p>	
--	--	---	--

Indigenous Mentorship Program Schedule Templates

Proposed Mentorship Program Schedule: 202x/202x

Meeting Categories
Mandatory Meetings: Purple
Optional Meetings: Blue

Note: Mentors and mentees are expected to schedule their own one-on-one meetings bi-weekly on their own time. Although these meetings will be documented, the pairings will find a time that works best with their schedules.

October XXXX

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2
3 Mentorship Kick-Off: Meet and Greet	4	5 Mentor Meeting – Support	6	7 Weekly Peer Check-ins	8	9
10	11	12 Mentor Meeting – Support	13	14 Weekly Peer Check-ins	15	16
17	18	19 Mentor Meeting – Support	20	21 Weekly Peer Check-ins	22	23
24	25	26 Mentor Meeting – Support	27	28 Weekly Peer Check-ins	29	30
31						

November XXXX

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2 Mentor Meeting – Support	3	4 Weekly Peer Check-ins	5	6

7 Monthly Meeting: Indigeneity and Higher Education	8	9 Mentor Meeting – Support	10	11 Weekly Peer Check-ins	12	13
14	15	16 Mentor Meeting – Support	17	18 Weekly Peer Check- ins	19	20
21	22	23 Mentor Meeting – Support	24	25 Weekly Peer Check- ins	26	27
28	29	30 Mentor Meeting – Support				

December XXXX

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1	2 Weekly Peer Check-ins	3	4
5 Monthly Meeting: Resume Building Workshop	6	7 Mentor Meeting – Support	8	9 Weekly Peer Check-ins	10	11
12	13	14 Mentor Meeting – Support	15	16 Weekly Peer Check-ins	17	18
19	20	21 Mentor Meeting – Support	22	23 Weekly Peer Check-ins	24	25
26	27	28 Mentor Meeting – Support	29	30 Weekly Peer Check-ins	31	

January XXXX

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2 Monthly Meeting: Interview Skills	3	4 Mentor Meeting – Support	5	6 Weekly Peer Check-ins	7	8
9	10	11 Mentor Meeting – Support	12	13 Weekly Peer Check-ins	14	15
16	17	18 Mentor Meeting – Support	19	20 Weekly Peer Check-ins	21	22
23	24	25 Mentor Meeting – Support	26	27 Weekly Peer Check-ins	28	29
30	31					

February XXXX

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1 Mentor Meeting – Support	2	3 Weekly Peer Check-ins	4	5
6 Monthly Meeting: Being Authentically Yourself in the Workplace	7	8 Mentor Meeting – Support	9	10 Weekly Peer Check-ins	11	12
13	14	15 Mentor Meeting – Support	16	17 Weekly Peer Check-ins	18	19
20	21	22	23	24 Weekly Peer	25	26

		Mentor Meeting – Support		Check-ins		
27	28					

March XXXX

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1 Mentor Meeting – Support	2	3 Weekly Peer Check-ins	4	5
6 Mentorship Wrap-Up	7	8 Mentor Meeting – Support	9	10 Weekly Peer Check-ins	11	12
13	14	15 Mentor Meeting – Support	16	17 Weekly Peer Check-ins	18	19
20	21	22 Mentor Meeting – Support	23	24 Weekly Peer Check-ins	25	26
27	28	29 Mentor Meeting – Support	30	31 Weekly Peer Check-ins		