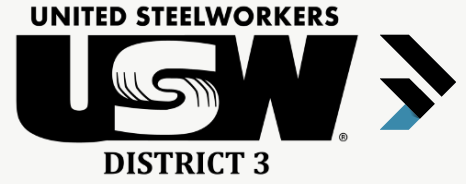


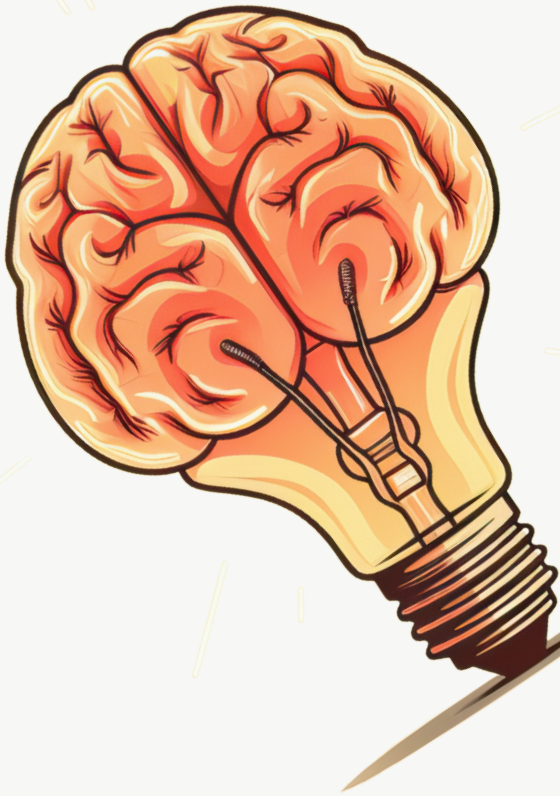


2024



# MENTORSHIP

PROGRAM



UNION

## MENTORING



GOALS



COACHING



GUIDANCE



TRAINING



MOTIVATION



KNOWLEDGE



SUPPORT



SUCCESS



# Mentoring Program Application

## Member Information

Name:

Cell Phone:

Email:

Address:

Workplace:

Please indicate any positions that you hold or have held  
(check all that apply):

Unit Chair

Vice Chair/Secretary

Steward

Trustee

Health & Safety Committee member

Officer

Describe the union activities that you have been involved in (This includes elected positions, standing committees, union education courses that you have taken, rallies you have attended, community solidarity building activities, etc.)

What are your goals and objectives of applying for the mentorship program?

What Officer position are you most interested in?

What are your top three strengths as a USW member that you believe can be further developed through mentoring?:

What are your short and long-term activist/leadership goals?

What specific knowledge and/or skills do you hope to gain from the mentorship program?

How will your participation in a mentoring program benefit the members of your site? (Consider ways in which you can share what you have learned with members)

Additional comments:

## **Why do we need a Mentoring Program?**

- A commitment to support an ongoing process of renewal is vital for building a strong, vibrant, and dynamic union.
- Nurture and encourage the next generation of activists and open opportunities for members including from equity seeking groups.
- Connect members who want to become activists with experienced leadership or even retirees who want to share in the transition of knowledge, skills and insight.

## **What does the Mentoring Program offer?**

- Enhance knowledge of the union and its history, increase commitment to the union, assist in personal growth, and provide support in avoiding political pitfalls.
- Create new leadership
- Sense of personal satisfaction for mentors
- Transfer of knowledge and history from one generation to the next
- Identify barriers for members of equity seeking groups
- Support a broader equity agenda

## **Benefits of Mentorship**

- Enhances collaboration and learning across the union
- Increases job satisfaction and deepens commitment of participants
- Builds organizational capacity
- Helps renew leadership and activist base

## **What is Mentoring?**

Mentoring is a professional relationship devoted to developing a person's career goals. It involves a "mentor" (trusted advisor or teacher) and "mentee" (learner or protégé). Traditionally, people have understood mentoring as a relationship between an older, more experienced mentor and a younger, less experienced colleague. Mentoring, however, can also happen between peers at a similar level within an organization. And it can be a two-way process between individuals of different ages: older mentors can learn new skills from their younger mentees (such as ways to use technology) and come to see the union from a different perspective. This is sometimes called "reverse mentoring."

Mentoring has been around as long as civilization. The philosophers mentored their students in ancient Greece, and teachers did the same in ancient Rome. It is widely cited that the concept of mentoring originated with the character of Mentor in Homer's *Odyssey*. In this Ancient Greek epic poem, dating back around 3000 years, Odysseus entrusts his young son Telemachus to the care of Mentor, his trusted companion, when he goes to fight in the Trojan War. Unexpectedly, he is away for decades and during that time Mentor nurtures and supports the boy.

Historians make a link to the Middle Ages, when they explain that mentoring 'became common practice in the time of the guilds and trade apprenticeships when young people, having acquired technical skills, often benefited from the patronage of more experienced and established professionals'.

Mentoring programs can help unions like ours thrive over time. They enable more seasoned leaders to transfer their knowledge and experience to younger workers and activists. Ultimately, building future leaders is necessary to fill voids caused by attrition and therefore helps to keep the union strong.

Mentoring can especially help women, and racialized workers who constitute a significant portion of the USW Local 2009 membership but are underrepresented in the leadership roles of our union. Mentoring can help by providing equity seeking groups with the support they need to move up through the ranks and reach the top positions of our union.

Sometimes a member can be fortunate enough to be in the right time and place to be elected to a full time union position but this doesn't mean that they have the education and training and skills development and leadership development to really handle that position and responsibilities. In these situations it is the membership that suffers most.

When there's an effective and inclusive mentoring program, we not only give members the opportunity to move forward, we also give them support, skills, knowledge and experience that will allow them to succeed in an elected position.

For elected full-time Officer positions, they need to know that they have responsibilities as per the position of an Officer (i.e. President, Vice President, Financial Secretary, Trustee) that have specific duties and tasks but at the same time have responsibilities as a Union Servicing Representative, commonly referred to as a "Business Agent". It is critical that a newly elected Officer can assume the duties immediately with only a short orientation time.

### **The Difficulties of Transition**

While many union leaders strongly support mentoring in their own unions, many others resist it to some degree. Some say that newly elected leadership need to learn the position by just "jumping in and doing it and getting knocked around, and that's how it's always been done before." Another suggestion is that sometimes union leaders find it difficult to "let go" of the roles that new leaders are being trained to take on.

Sometimes union leaders find mentoring programs threatening, and are candid in their opposition of mentoring through remarks such as;

- “Why do I want to educate, mentor, or train someone who might run against me for office?”
- “Change is hard, especially in the labour movement,
- That can be really scary to local leaders who are afraid of losing their own jobs to some young up-and-comer.”

It is important to reassure our current elected Officers that developing leadership among our members is not “political suicide” and that mentoring is more about building support within unions. The more we can engage members, the more we can involve members, the more our members are going to know about the important work and dedication of the leadership, the more support they can expect, and the more you can open those lines of communication, the better it’s going to be for everybody.

### **Making Time for Mentoring**

Mentoring requires a commitment of time and resources. Some formal mentoring programs such as the United Steelworkers District 3 “Internship Program” can last six months or a year, but often the mentoring relationship continues informally even after the program has officially ended. There is a lot that goes into a successful mentoring program and it will always involve a significant investment by the Local as well as an investment of those who wish to participate in the program. It requires mentoring to happen over time. It’s not a one-shot deal.

It must be recognized that our union has limited resources, so it is important to keep talking about the need for a mentoring program and the positive effects that will be realized. It is also important to expect that mentees are prepared to commit to investing their own personal (unpaid) time to the program.

To address the challenge of limited paid time our Mentorship Program will offer mentoring sessions when they are convenient for the participants to attend. We will endeavour to schedule group mentoring sessions after work hours, on weekends and provide an option of in-person or Zoom attendance.

This approach will be reasonable in Part One of the Program that involves much Theory and formal training. Part Two is designed to provide practical experience and in many cases will be offered on a lost-time basis.

### **Generational Differences**

It is generally the experience that activists and leadership from different generations are usually very eager to learn from each other. They recognize that their older (or younger) colleagues often have a different perspective that can enrich their own thinking about key issues and priorities.

At the same time, we must be cognizant and cautious that these generational differences can pose a challenge in mentoring. Sometimes younger workers may not feel respected by their older colleagues. In other cases, older workers may feel as though they don't know what to say or how to communicate with younger workers. To be successful our Mentorship Program must have a focus on increased communication between older and younger workers which can lead to common understanding.

Older more experienced workers may need to appreciate the barriers that younger workers face in participating in their union, as they might be young, struggling mothers or young workers who are still living with their parents but are doing so because they just can't afford to move out on their own. We may find that finding available free time to participate is difficult as their job or jobs and associated earnings are vital and of utmost priority because of debt caused by the high cost of living. Older workers may find that they share or have shared similar experiences.

Giving our older workers tools to use in communicating with younger workers will help to dismantle stereotypes so that all can understand that the struggles young workers face are actually really similar to the struggles that older workers face or have faced.

### **Gender Diverse Differences**

Women are a significant proportion of our union membership, partly due to unionization in the healthcare and service sectors. At the same time, women are poorly represented within our union leadership.

Many women face distinctive challenges that make it difficult for them to become leaders or activists, such as gender discrimination, sexual harassment, and the challenges of balancing work demands with family responsibilities.

Making female mentors available to younger women in our union can help address the barriers that women face in moving into the union leadership positions. Although this does not mean that women should not also have male mentors it is beneficial to have a female mentor because that person somebody has probably been exposed to and dealt with similar barriers as to the what a mentee may be experiencing.

### **Racial and Ethnic Differences**

In USW Local 2009 it is concerning that while our union membership is becoming more racially and ethnically diverse, our top union leadership positions do not reflect this same diversity. Mentoring, in our view, can help diversify the leadership.

A survey of racialized workers in elected or appointed union leadership positions found that 36 percent felt they did not have someone to "guide them in navigating the political terrain of their

organization or in transferring institutional knowledge to them.” More than half perceived “the absence of a supportive environment for racialized workers to move into elected or appointed positions” (American Federation of Labour and Congress of Industrial Organizations 2005).

Even when they do have mentors, racialized workers may still have to contend with challenges within the relationship, such as differences in gender, race, or organizational environments. Just as it is important to provide women with female mentors who can help them address the sexism they face, it is crucial to have racialized mentors who are available to work with younger racialized workers.

### **Promising Practices for Successful Union Mentoring**

There are some proven practices that can help mentoring in our union succeed over time.

#### **For mentors:**

- Engage the mentee in problem-solving and self-reflection. Mentoring is partly about learning “how to approach those teachable moments.” It’s not about telling mentees what they did wrong or should have done. Instead, mentors must learn to ask a question (e.g., “Do you think the outcome would have been better if we had done this differently?”) and collaborate with the mentee in finding a solution. Mentoring also involves helping mentees see their strengths: What do they do well and how might these strengths compensate for their weaknesses?
- Participate in any training offered for mentors. Taking part in training sessions on how to mentor can give mentors a clearer sense of their role as a mentor and greater confidence in their ability to mentor effectively. Training for mentors can teach valuable skills such as how to be effective listeners, provide constructive feedback, and understand the mentoring role.
- Encourage mentees to move beyond their comfort zone. Taking on challenging or “stretch” assignments lies at the very core of mentoring. By going beyond their comfort zones, mentees develop and strengthen their professional skills. One of the mentor’s responsibilities is to make sure that the mentee has assignments and the support needed to successfully complete them.
- Keep the conversation focused and stay on task. Mentoring is most productive when the conversation stays focused on the main task at hand: helping mentees work toward their career goals.
- Share information about your own history and experiences. When appropriate, sharing information about your own experiences may help mentees respond to challenges they confront and to identify effective strategies for growth and change. Since mentors may have been in the same career place as their mentees, they can think about what helped



them the most at that time and what allowed them to move to the next level.

- Be open to learning and developing your own skills. Mentors may find that the mentoring relationship helps them reflect on and improve how they develop their own teams and staff. As they spend time with their mentees, they may become more aware of how they relate to those they supervise and what it takes to support someone else's personal and professional development.

**For mentees:**

- Remain open to the mentoring process; do not shut the mentor out. For the mentee, part of the challenge is to remain open to the mentoring process and willing to hear what the mentor has to say. While the mentor and mentee may have different perspectives, the mentee should keep in mind that the mentor's feedback is worth considering even if at first it may seem difficult to hear.
- Take time to prepare for each mentoring session. Before meeting with your mentor, spend a few minutes reflecting on what you have tried since the last session, the outcomes you have noticed, and what you would like to get out of the next session with your mentor. What challenges do you want to address? What questions do you have for the mentor? What would you like the mentor to do? Be sure to write your thoughts down so you can easily keep track and address them efficiently in the meeting (see Appendix VI for a sample preparation form).
- If possible, learn from more than one mentor. Mentees can benefit from the guidance of more than one mentor. Group mentoring offers one way to learn from the expertise of several mentors or peers who face similar challenges.
- Have fun with the mentoring relationship. Mentoring offers a chance to learn from a more seasoned peer and acquire the skills necessary to move forward in your career. Take the mentoring seriously, but don't forget to take time to enjoy all that you try and learn!
- Share information about your own history and experiences. When appropriate, sharing information about your own experiences may help mentees respond to challenges they confront and to identify effective strategies for growth and change. Since mentors may have been in the same career place as their mentees, they can think about what helped them the most at that time and what allowed them to move to the next level.
- Be open to learning and developing your own skills. Mentors may find that the mentoring relationship helps them reflect on and improve how they develop their own teams and staff. As they spend time with their mentees, they may become more aware of how they relate to those they supervise and what it takes to support someone else's personal and professional development.



## **LOCAL UNION MENTORING PROGRAM THEORY WORKSHOPS**

- 1. Office Tools Foundations**
- 2. Health & Safety Foundations**
- 3. Workers Compensation Foundations**
- 4. The Duty to Accommodate**
- 5. Grievance Handling at Step 3**
- 6. Workplace Violence and Harassment Foundations**
- 7. Organizing Law and the BC Labour Relations Code**
- 8. The History of the Labour Movement**
- 9. Bargaining Pensions**
- 10. Bargaining Health Benefits**
- 11. Parliamentary Procedure and Public Speaking**



# LOCAL UNION MENTORING PROGRAM THEORY WORKSHOPS

## Office Tools Foundations

Approximate time: 3 hours

The following office software will be demonstrated and explained:

1. Microsoft Word
2. Microsoft Excel
3. Microsoft Outlook
4. Adobe PDF
5. Canva
6. Survey Monkey
7. Zoom/Teams
8. CANLII



# LOCAL UNION MENTORING PROGRAM THEORY WORKSHOPS

## Health & Safety Foundations

Approximate time: 3 hours

The following questions will be discussed and answered:

1. What is the internal responsibility system?
2. Is health & safety legislation a provincial/territorial or federal responsibility?
3. According to the legislation what is the general obligation of employers?
4. According to the legislation what is the general obligation of workers?
5. According to the legislation what is the general obligation of supervisors?
6. What is every worker's three basic rights?
7. When does the workplace require a joint H&S committee?
8. At a minimum how many people have to be on the committee?
9. At a minimum how on the committee have to be representatives of workers?
10. Who selects worker reps?
11. What are the three most important functions/responsibilities of the JOHSC?
12. How often must workplace inspections be conducted?
13. How often must there be JOHSC meetings?
14. How many months of JOHSC meeting minutes must be posted?
15. What is the role of a co-chair?
16. When is an investigation required?
17. Explain written recommendations?
18. List all the steps in a work refusal?
19. Define "young worker" and "new worker"?

20. Before a young or new worker begins work in a workplace what health and safety orientation and training must an employer ensure the young or new worker is given?
21. How often does a written evaluation of the joint committee have to be conducted?
22. How long does the employer have to provide prescribed training requirements to any new joint committee members or worker health and safety representatives?
23. How would you define working alone or in isolation?
24. List the categories of hazards?
25. List the hierarchy of controls?
26. How much paid educational leave are committee members entitled to?



## LOCAL UNION MENTORING PROGRAM THEORY WORKSHOPS

### Workers Compensation Foundations

Approximate time: 3 hours

The following questions will be discussed and answered:

1. Why do we need workers' compensation?
2. What is the origin of workers' compensation?
3. Do you have a choice to sue or receive workers' compensation?
4. What are the rules of workers' compensation and who creates them?
5. How should an injury be reported?
6. How does a worker start a claim?
7. How is entitlement to workers' compensation adjudicated?
8. What forms must the Employer submit?
9. What forms must the treating physician submit?
10. What forms must the worker submit?
11. How are WCB wage loss benefits calculated?
12. How are WCB long term benefits calculated?
13. What is the duration of WCB long term benefits?
14. What other non monetary benefits may a worker be entitled to?
15. How can a negative decision be appealed?
16. How can a worker access their WCB file including all reports and communication?
17. What must a worker do to have the Union represent them?
18. How does the Union file an appeal?
19. What are the time limits to appeal?
20. What evidence is needed to successfully win an appeal?



## LOCAL UNION MENTORING PROGRAM THEORY WORKSHOPS

### **The Duty to Accommodate**

Approximate time: 3 hours

The following questions will be discussed and answered:

1. What is the legal source of the duty to accommodate?
2. What is the role of the Union in enforcing the duty to accommodate?
3. What is the hierarchy of the law?
4. Explain the purpose of Section 15 of the Charter of Rights and Freedoms?
5. Explain the purpose of human rights legislation?
6. Define discrimination under the law?
7. What law creates a duty on an employer to create light duties for an employee who can't perform their own job because of a disability?
8. In what section of the Canadian Human Rights Act do you find the "duty to accommodate"?
9. In what section of the BC Human Rights Code do you find the "duty to accommodate"?
10. What are the two parts of the Duty to Accommodate?
11. Define essential duties?
12. What are the only criteria that can be used on their own to get an employer to undue hardship?
13. Can a person waive risk?
14. Explain why Bhinder failed.
15. Explain how Meiorin changed the understanding of the duty to accommodate?
16. Explain why Loomba succeeded?
17. Does the Union have the right to be contacted and involved in accommodation requests?

18. How does the Union represent a member at a RTW meeting?
19. What is the duty to co-operate?
20. What is the duty to maintain employment?
21. What if Section 154 provides better protection than the collective agreement?
22. How will Bill 41 incent employers to do the wrong thing?





## LOCAL UNION MENTORING PROGRAM THEORY WORKSHOPS

### Grievance Handling at Step 3

Approximate time: 6 hours

The following questions will be discussed and answered:

1. What questions do I ask and confirm at a grievance meeting dealing with discipline?
2. What questions do I ask and confirm at a grievance meeting dealing with the introduction of a company policy?
3. What questions do I ask and confirm at a grievance meeting dealing with discipline based on job performance?
4. What questions do I ask and confirm at a grievance meeting dealing with job selection?
5. What questions do I ask and confirm at a grievance meeting dealing with non culpable termination?
6. What questions do I ask and confirm at a grievance meeting dealing with termination of a probationary employee?
7. What questions do I ask and confirm at a grievance meeting dealing with surveillance video/cameras?
8. What questions do I ask and confirm at a grievance meeting dealing with a drug/alcohol testing program?
9. How do I grieve the employer offering rewards outside of the collective agreement?
10. How do I best represent a member in a bullying and harassment investigation?
11. What advice do I give a member at an investigative interview?



## LOCAL UNION MENTORING PROGRAM THEORY WORKSHOPS

### Workplace Violence and Harassment Foundations

Approximate time: 3 hours

The following questions will be answered and explained:

1. What is workplace violence and bullying & harassment?
2. What is not bullying & harassment?
3. How should a member report an incident?
4. What laws provide protection and have requirements?
5. Who should do the investigations?
6. How should Investigations be done?
7. What is the role of stewards in an investigation?
8. What is the best contract language to have?

**This is only a partial list**



## LOCAL UNION MENTORING PROGRAM THEORY WORKSHOPS

### **Organizing Law and the BC Labour Relations Code**

Approximate time: 3 hours

The following questions will be discussed and answered:

1. Explain the threshold of union certification?
2. Explain the various prohibitions on Employers during an organizing campaign?
3. Explain the duty to not change the terms of employment after certification?
4. Describe unfair labour practices?
5. What is the duty of fair representation?
6. Explain the leading case of DFR in “Judd”?
7. Explain bargaining a collective agreement?
8. Explain notice to bargain?
9. Describe bargaining in bad faith?
10. Explain successor rights?
11. Explain de-certification and raiding?
12. Explain Joint Consultation and Adjustment Plans (Section 54)
13. Explain the rules around strikes, lockouts, picketing?
14. Explain mediation and binding arbitration?



## LOCAL UNION MENTORING PROGRAM THEORY WORKSHOPS

### **The History of the Labour Movement**

Approximate time: 3 hours

The following questions will be discussed and answered:

1. Explain how the United Steelworkers union was created?
2. Describe the most significant strikes in USW history and their significance?
3. Describe the multiple mergers?
4. Explain the Canadian Labour Congress?
5. Explain Federations of Labour?
6. Explain Labour Councils
7. Explain the importance of belonging and participating in these organizations?
8. Explain the importance of participating in politics?



## LOCAL UNION MENTORING PROGRAM THEORY WORKSHOPS

### **Bargaining Pensions**

Approximate time: 3 hours

The following issues will be explained:

1. How do pensions secure our membership?
2. What is the difference between defined benefit, defined contributions, target pension plans?
3. Presentation by VSPP
4. Presentation by CAAT

**This is only a partial list**



## LOCAL UNION MENTORING PROGRAM THEORY WORKSHOPS

### **Bargaining Health Benefits**

Approximate time: 3 hours

The following issues will be explained:

1. How to cost benefits
2. Preferred language

**This is only a partial list**



## LOCAL UNION MENTORING PROGRAM THEORY WORKSHOPS

### **Parliamentary Procedure and Public Speaking**

The following questions will be discussed and answered:

- 1.



## LOCAL UNION MENTORING PROGRAM PRACTICAL EXPERIENCES

The following practical experiences will be provided:

1. Developing an Officer's Report for Executive Board
2. Preparing a Financial Report for Executive Board
3. Taking minutes at an Officer's meeting
4. Chairing a Table Officers meeting
5. Chairing a Sub-committee meeting
6. Developing a Notice/Bulletin
7. Communicating with a commercial tenant
8. Participating in a Member engagement event
9. Developing and Performing a Safety huddle talk
10. Preparing a bargaining session
11. Organizing and performing a Site Crew talk
12. Leading a Step 3 grievance meeting
13. Preparing and leading a JLM meeting
14. Representing a member at an investigation meeting
15. Performing a Unit Election
16. Performing a "Good Works" segment and reporting
17. A practical organizing event





## LOCAL UNION MENTORING PROGRAM FEEDBACK FORM

This evaluation form should be completed during your final formal meeting together. This form provides you with an opportunity to discuss what worked well and what you would change in the future. This is also an opportunity to discuss the next steps in the mentee's movement toward realizing the longer- term goals that were established at the outset of the mentorship.

This form should be completed jointly and submitted to your Local Mentoring Program Coordinator.

DATE:	ACTIVITY:
MENTOR:	MENTEE:

1. What went well during the mentoring relationship?

2. What did I learn or gain?

3. What did not work as well?

Feedback for my mentor:

4. I felt you were most effective when...

5. I feel you could be even more effective if...

Feedback for my mentee:

6. Here is what I saw in terms of your growth and movement toward your goals...

7. Here are my hopes/wishes for you as you go forward ...

