

Mentor Manual

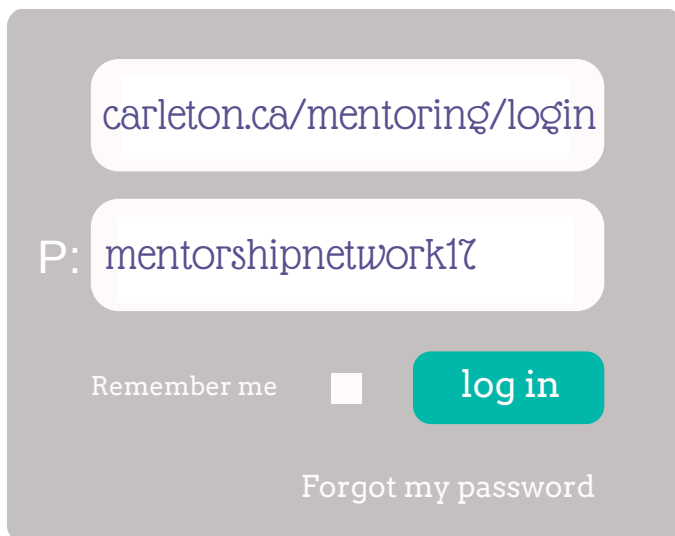
2017 - 2018

the Mentorship Network

How to use the Manual

A guide to your mentoring role

This manual is your resource that will help you to reflect, stay on track, and support your mentees and yourself accordingly during your time as a mentor. Use this manual to guide your work. There are different sections for different points during your role, use them accordingly and remember that you have a surplus of support here at the Mentorship Network.



The screenshot shows a login form on a grey background. At the top, there is a white rounded rectangle containing the URL carleton.ca/mentoring/login. Below that is a white rounded rectangle for the password, with a 'P:' label to its left and the text 'mentorshipnetwork17'. Underneath the password field, there is a 'Remember me' checkbox which is currently unchecked, followed by a teal 'log in' button. At the bottom of the form, there is a link that says 'Forgot my password'.

Online Access

As part of the Mentorship Network, you have access to online resources as well. This is where you can find resources related to Mentorship, but also mentoring research, articles, resources for different topics you may cover with your mentees, and training opportunities.

Password: mentorshipnetwork17

#CUMENTOR

Be sure to post on social media using #CUMENTOR

Documenting your experiences from training, mentor/mentee meetings, events you attend, etc, is a great way for us to see everything that you are doing to support our new students! It helps us to see what you are all doing in your mentor roles!

Table of Contents

MENTOR MANUAL

PART 1

WHY DO WE MENTOR?

ENGAGING WITH YOUR MENTEE

ADDRESSING SIGNS OF DISTRESS

PART 2

MENTOR REQUIREMENTS

WEEKLY MEETING NOTES PAGES

WELCOME

from the Mentorship & Transition Support Coordinator

Teddy Kozela

Welcome to the Mentorship Network!

As a student leader on our campus, I'd like to congratulate you in taking the first step in becoming a peer-to-peer support. Taking the initiative to seek out opportunities that allow you to explore your leadership and skill development is the first step in becoming a well-rounded student.

Mentorship is something that can truly impact the lives of others, and has been proven in research to improve a student's sense of belonging. I'm so glad that you are among the group of students who wants to ensure that every student feels that they belong here at Carleton!

We all have had a person at one time or another who made us feel like we were part of something bigger than ourselves. Now its your turn to help other students feel this way too! We all have a story to tell, and now you get to be part of someone else's.



Why do we Mentor?



4.1 What is Mentoring?

The Mentorship Network

The Mentorship Network provides an opportunity to increase resource sharing and program development, provide core learning outcomes for all mentorship programs, and increase the standard of service in program provision for all programs. This coordinated approach to mentorship at Carleton builds connections between programs, provides opportunities to share physical and human resources, and makes mentorship more accessible for students who are both seeking a mentor, or looking to support students as a mentor themselves.



A Mentor at Carleton:

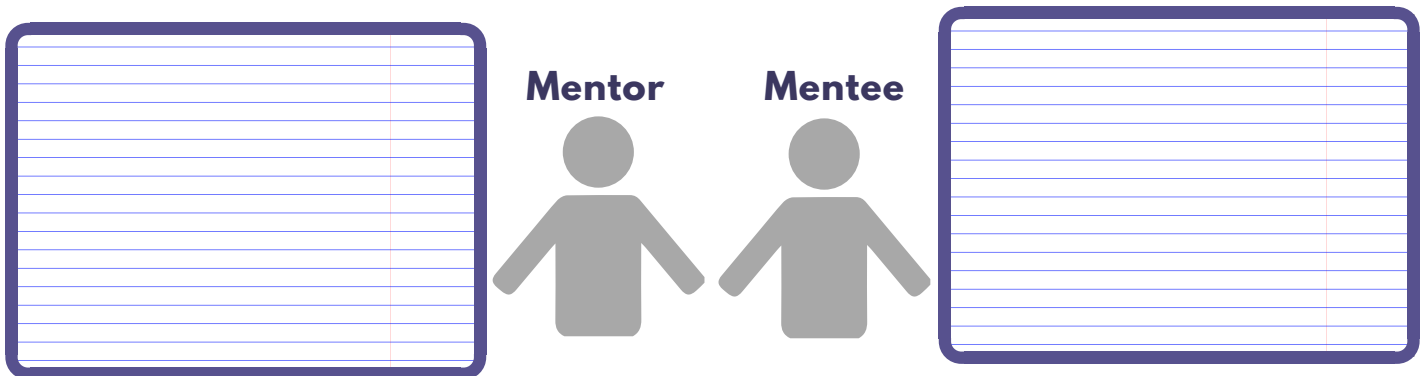
- *Is a role model*
- *Is a leader in our community*
- *Builds positive rapport with students*
- *provides support and encouragement*
- *passes up information they are not trained to handle*
- *Impacts the student experience*

Why do we Mentor?

4.3 Your Personal Journey



4.4 The Mentor/Mentee Relationship



A Mentor Is...

a strong communicator | supportive
| trustworthy | optimistic |
empathetic | enthusiastic | flexible

A Mentor Is Not...

unclear | judgemental | a best friend
| an expert | consistently
oversharing | draining

Why do we Mentor?

4.6 Reflect on Your Transitions

A transition I had in my first week at Carleton:

How could a mentor have helped me in this transition?

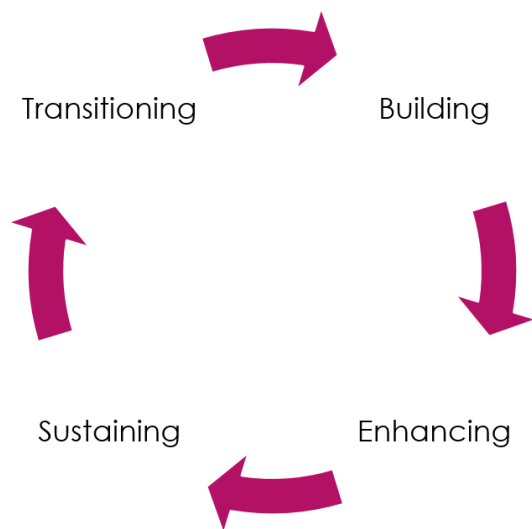
4.7 The B.E.S.T Model

Building

Transitioning

Sustaining

Enhancing



"I really enjoyed reflecting on my first year experience as I worked with my mentees. I also found the connections and progress of my mentees very fulfilling. The structured nature of FYC was very helpful."

-FYC Mentor 2016-2017

Why do we Mentor?

A Word About Advice

The goal of your mentoring relationship is to coach and guide your mentees, rather than providing advice. Providing advice can be harmful to your relationship in that it doesn't allow the student to make decisions on their own. Guiding students by providing options, sharing stories, and allowing them to make a decision with all the information on their own, empowers the student, and encourages growth and development.

Building Rapport

Building rapport with your mentees is what will allow your relationship to flourish. By creating an open and honest mentoring relationship is the best way to support the student.

Mentors are those whose focus include helping others, providing service to others, using a holistic approach, promoting community and sharing experiences. As a Mentor, you see the potential your mentees have and you use your commonalities to build a foundation for your mentoring relationship



An Individualized Approach

Each relationship for each mentee will be different. Remember that you may need to approach each student in a different way. One of your mentees may prefer meeting with you in large events, whereas others may have more specific questions and concerns and may want to meet for coffee in Rooster's instead. There is no "one size fits all" approach to mentoring - that is what makes it so great!

As a Mentor this year, I am most looking forward to...

Engaging with Your Mentee

My Strategies for Engagement

Some Strategies to encourage your mentees to actively participate with you are:

- Change up your meeting location
- Set clear goals
- Be Authentic
- Do an activity together as part of your meeting

How else can I make my meetings engaging?

Active Listening & Effective Communication



As you go through conversations with each mentee, it is important to be actively engagement. You want your mentee to feel as though you are fully present and there to support them in what they are telling you.

Active listening and communication go hand in hand - the stronger they both are, the stronger your relationships will be.

A good active listener thinks about all three levels here in any given conversation.

What are some things I can do as a mentor to ensure that my mentee feels heard?

Addressing Signs of Distress

A Note about Confidentiality

The mentoring relationship thrives on trust, which means that confidentiality should be respected at all times. Mentors need to keep the stories and experiences shared in their meeting private, and ensure their mentees know what confidentiality means in the mentoring relationship. In some situations, you may need to break confidentiality, and pass up information to the Mentorship Coordinator. This includes situations where the student is a danger or harm to themselves or others, or disclosure of something that you are not trained to handle alone. Passing it up would ensure the safety of the student you are working with. Being honest with your mentees if this situation were to occur is critical. Letting them know that although you need to pass up the information, you will be discreet and professional in your approach.

Identifying Signs of Distress

Some preliminary warning signs include:

- A sudden drop in grades or lack of interest in grades
- Increased absence from class, or extracurricular
- Lack of participation in class discussion
Isolation from friends
- Missed assignments or inability to complete assignments
- Loss of interest, lack of energy or difficulty concentrating

Some advanced warning signs include:

- Sharing too much personal information
- Disruptive, unusual, or aggressive behaviour
- Emotional outburst
- Decrease or increase in appetite or excessive weight gain or loss
- Lack of personal hygiene
- Excessive fatigue
- Confused thinking or writing
- Increased use of alcohol or drugs

Steps for Addressing Signs of Distress

LISTEN

Give your undivided attend, actively listen, and allow space for silence

ASSESS

Are they in immediate distress? Is the situation urgent (immediate harm to self or others, making threats, etc) or non-urgent?

ACKNOWLEDGE

Show them that you care by paraphrasing what they have said

EXPRESS CONCERN

I've noticed _____
"I think more support is needed here"

OFFER SUPPORT

Provide options for referrals, accompany when appropriate

FOLLOW UP

Connect with the student to provide even more support

Addressing Signs of Distress

Reporting Procedures

In times of distress, you will be required to report what has happened. Below is the reporting procedures you should follow as a mentor:

Urgent Situations

- Support the Student
- Call Campus Safety at 4444 or 613-520-4444
- Submit an email to mentoring@carleton.ca titled "URGENT-MENTOR SUPPORT"
- Follow up with the Mentorship Coordinator about the situation
- Seek support for yourself

Non-Urgent, High-Support Situations

- Support the Student
- Walk to Health and Counselling if student willing or connect with another support
- Submit an email to mentoring@carleton.ca titled "NON-URGENT-MENTOR SUPPORT"
- Follow up with the Mentorship Coordinator about the situation
- Seek support for yourself

Non-Urgent, Low-Support Situation

- Support the Student
- Submit your student meeting report making note of the supportive situation
- Follow up with the Mentorship Coordinator about the situation
- Seek support for yourself



When in doubt, Call
Campus Safety at
613-520-4444
and send an email to
mentoring@carleton.ca

Notes:

FYC Mentor Requirements

Mentor Requirements Outline

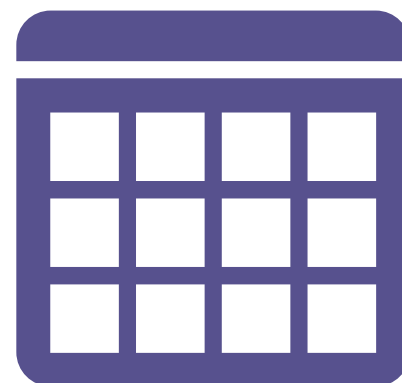
As a mentor with the First Year Connections Program, you have multiple requirements. Start to finish, here they are:

- Complete the 3 online training modules via cuLearn, including the reflection sections & evaluations
- Complete the 3 in person training modules on your assigned training date including evaluations
- Once you receive your mentees names and emails, connect with them via email using the "pre-arrival" template on the Secret Mentorship Website and schedule your first meeting for the week of September 5-11
- Meet each week with your meetings for weeks 1-6 of the program
- Complete the meeting report for each mentee, each time you meet with them by the deadlines provided
- Report any escalations appropriately (Via email or meeting report in a timely manner)
- Optional: attend pre-scheduled Mentor Group support meetings with your Senior Mentor
- Complete the program evaluation form
- Pick up your honorarium at the Student Experience Office, once we provide you with dates for pickup
- Add the position of "FYC Mentor" to your CCR, as well as "Mentorship Network Training Program" to your CCR

Meeting Schedule:

The Schedule for your 1 on 1 Mentor/Mentee meetings is as follows:

- Pre-Arrival: August 28 to September 4 - Initial Contact & Pre-Arrival Support
- Week 1: September 5 to September 11 - Learning the Ropes
- Week 2: September 12 to September 18 - Connecting to Carleton
- Week 3: September 19 to September 25 - Getting on the Right Track
- Week 4: September 26 to October 2 - Preparing for Success
- Week 5: October 3 to October 9 - Health and Wellness
- Week 6: October 9 to October 16 - Reflecting and Moving On



My Meetings with my Senior Mentor are on the following dates:

Meeting 1:	Meeting 2:
Date _____	Date _____
Time _____	Time _____
Location _____	Location _____

Please Note: You MUST complete at least 4 meetings with each mentee in order to receive your honorarium and for the mentee to have successfully completed the program.

Meeting Report Due Dates

All reports are due by 4:00pm on the following dates:

- Week 1: September 11
- Week 2: September 18
- Week 3: September 26
- Week 4: October 2
- Week 5: October 9
- Week 6: October 16

Other Due Dates

- Online Training Deadline: August 28
- Training Evaluations Deadline: September 7
- PRC Submission Deadline: September 7
- Program Evaluation Deadline: October 23
- CCR Deadline: April 2018 (Can add both Mentorship Network Training Program and FYC Mentor Position to the CCR)

