

# **TRI-MENTORING PROGRAM OVERVIEW**

## **TO ENHANCE ACADEMIC ACHIEVEMENT, PERSONAL GROWTH, AND CAREER & EMPLOYMENT SUCCESS FOR ALL PARTICIPANTS**

- To assist students, specifically culturally and linguistically diverse students with their transition into Ryerson University life and career-related employment upon graduation.
- To specifically address and support the unique needs of first-generation Canadians, first-generation university students, and students with English as a second language.
- To encourage community involvement and the development of leadership skills.



# TRI-MENTORING PROGRAM OUTLINE

## YEAR 1

- First year student registers for Tri-Mentoring Program and is paired with a trained Student Mentor to help facilitate the orientation and cultural transition into university life

Students will have opportunities to participate in many services and program events that will support their academic and social success in University.

## YEAR 2 & YEAR 3

- Second/Third year students will now enroll in the Student Leadership Program or
- Second/Third year students will now enroll in the Student Leadership Program as well as become a Student Mentor to a first year Student Mentee

Students will develop skills in peer support, communication, leadership, employability and teamwork through Mentor Training, Tri-Mentoring Program Events, Career Centre Workshops and the Student Leadership Program\*.  
(\*The Leadership Education Program has been highly recommended by former participants)

## YEAR 4 (GRADUATING YEAR)

- Fourth/Graduating year students have opportunities to become Student Mentors for a first year Student Mentee and to become a Career Mentee with a Career Mentor (Application Required).

Students will develop networking skills, receive guidance on job preparation and explore industry expectations through the Career Mentor who have expertise and experience in specific industries.

*(\*As a 4<sup>th</sup> year Career Mentee, you should complete three workshops: "Resume and Cover Letter" "Focus on Networking" and "Handshakes To Salad Forks - Business & Dining Etiquette for Your Career Position")*

## ALUMNI AND PROFESSIONALS

- Graduated students are encouraged to return to Ryerson and become Career Mentors to 4<sup>th</sup> Year students. Share your experiences about job searching in the labour market and networking.

Provide guidance and support to graduating students.



## WHAT IS MENTORING?

Mentoring is sharing wisdom, skills, and experience with a less experienced person, and through this exchange making a difference in someone else's life. A mentor is a voluntary guide or advisor.

Mentoring exists in every society, but has different faces. We all have memories of someone helping and encouraging us to do better, make decisions, or solve a problem. A mentor could be a teacher, a friend, or a co-worker. In some cultures, elders are seen as wise mentors.

### SEVEN TYPES OF MENTOR ASSISTANCE

1. Helping Mentee think more positively and proactively.
2. Listening when Mentee has a question, problem, or topic to discuss.
3. Identifying Mentee's feelings and verifying them (providing feedback).
4. Encouraging positive behaviours, and effectively confronting negative behaviours.
5. Providing appropriate information and support.
6. Encouraging and inspiring Mentee.
7. Sharing your relevant experiences, knowledge, and skills.

A mentor can provide the most appropriate assistance at the important junctures/crossroads in your life, helping you resolve a problem or make a decision and move forward.



## CHARACTERISTICS OF AN EFFECTIVE STUDENT MENTOR

### A Student Mentor is:

- **A Teacher.....**who educates the Student Mentee about university life. Provides information about Canadian norms, procedures, policies, values, standards, etc
- **A Guide.....**who shows or tells the Student Mentee where to find people, places, and things on & off campus
- **An Advisor.....**who offers support and advice, and refers the Student Mentee to support services on campus that are important to them
- **A Role Model.....**who demonstrates strong citizenship and leadership skills; encourages participation in university life; and demonstrates academic achievement, and personal growth
- **A Coach.....**who helps the student to move towards change (trying something new) and follows up to ensure they are supported
- **A Trusted Friend.....**who you allow yourself to be seen as a caring and open individual
- **A Confidant.....**who respects confidentiality of the mentoring relationship



## MENTOR ROLE DESCRIPTION

<b>POSITION TITLE:</b>	Student Mentor
<b>DEPARTMENT:</b>	Tri-Mentoring Program, Student Services
<b>SUPERVISORS:</b>	Sophia Stanberry, Program Facilitator
<b>LENGTH OF PARTICIPATION:</b>	September - March

### OBJECTIVES:

- To provide information regarding Ryerson's procedures, academic support services, and extra-curricular activities on and off campus—be a referral point.
- Assist Student Mentee to identify skills required to succeed in university, and refer the Student Mentee to appropriate resources on campus
- To develop leadership and employability skills and to explore career goals

### JOB DESCRIPTION:

1. Initiate contact with the Student Mentee upon receiving his or her information within 2 days
2. Communicate 4 to 6 hours per month with Student Mentee in person, on the phone, via e-mail or via MSN
3. Submit Mentor Progress Sheets on a monthly basis from September to March (<https://firefly.ryerson.ca/trimentoring>)
4. Participate in Tri-Mentoring Program events and training sessions throughout the year.

### EXPECTATIONS:

- Your Lead Mentor will e-mail you information (Name, Contact Number and e-mail) about your Student Mentee through e-mail during the first week of school.
- **Contact the Tri-Mentoring Program Staff IMMEDIATELY** if you do not have a Lead Mentor and or your first-Year Student Mentee by the 3<sup>rd</sup> week of school.
- Update the Tri-Mentoring Program Staff regularly throughout the program year — through visiting the program office (recommended), attending events or submitting progress reports online.



## ROLES AND RESPONSIBILITIES

### MENTEE'S ROLE

- Clarifies their preferred method of communication and the goals they would like to achieve from the mentoring relationship
- Communicates four to six hours per month with you via the preferred method of communication
- Provides updates to the Tri-Mentoring Program staff on the mentoring relationship through monthly progress reports, drop-ins, and/or phone calls
- Participates in all Tri-Mentoring Program's special social events and training sessions through the duration of the mentoring relationship
- Actively explore opportunities for personal and academic enhancement

### LEAD MENTOR'S ROLE

- Contacts you by mid-September\* to provide you with his or her name, contact number and e-mail. (\*Late applicants will receive this information within one week of joining the Tri-Mentoring Program)
- Provides you with information about your Student Mentee and supports you throughout your mentoring relationship
- Contacts you every month to follow up on your mentoring relationship
- Reminds you of upcoming Tri-Mentoring Program events

### TRI-MENTORING PROGRAM STAFF'S ROLE

- Monitors the mentoring relationship throughout the duration of the match to ensure that the relationship runs smoothly and meets the program goals
- Provides support in the areas where the Student Mentor and Student Mentee may need additional assistance
- Coordinates programs and activities for academic success and leadership development
- Conducts training for Student Mentors and Student Mentees
- *Maintains an open door policy* – you are encouraged to drop-in with any issues or questions or just to keep in touch



# EXPECTATIONS IN TRI-MENTORING

## WHAT TO EXPECT AS A MENTOR?

Developing a mentoring partnership is like establishing a valued human relationship.

- Similar to other valued human relationships: you should have genuine desire to understand the values and expectation of the other person
- Different from other relationships: it is professional in nature and you are responsible for conveying and upholding the standard, norms, and values in mentoring.

## IT IS HELPFUL TO LOOK AT A STUDENT MENTEE AS:

- A rookie in the university career (or in a specific program of study)
- Someone new to the university, the program department, or a specific field
- Someone who is exploring opportunities for self-enhancement
- Someone who wants to do well in university
- Someone who has valuable experience that you can also learn from
- Someone who is interested in learning and progressing beyond the present position (current academic performance, etc)
- Someone who needs social connections and community involvement

## A STUDENT MENTEE IS NOT:

- Perfect, or without weaknesses and failings
- Someone who needs overall changes in habit, behaviour and the ways he/she thinks
- Someone who will come to you for help all the time
- Looking for praise and cannot withstand constructive criticism
- Someone who shares all your values, and agrees with the way you think

## CHALLENGES IN MENTORING

- Making initial contact
- Building trust and mutual respect
- When you try to suggest alternatives to your Student Mentee but they are not accepted
- Rejection: you offer to help when not needed, or when Student Mentee is not yet ready to open up to you
- Trying to work with a Student Mentee for many months but end up with Student Mentee's dropout of the university
- Deciding on the activities to do together



# A GUIDE TO BUILDING A SUCCESSFUL MENTORING RELATIONSHIP

(adopted from S J. Dench, J. E. Hutchinson & K B Levine, 1993)

## PHASE 1: STARTING OUT

### DISCOVERY

- Get to know your Student Mentee; their personality, beliefs, values and culture
- Establish method and frequency of communication throughout the mentoring relationship
- Become a source of University information for the Student Mentee

### THINGS TO KEEP IN MIND

- This “getting to know you” stage will take quite a while, so be patient!
- It is like “cold calling” in a sales environment as two new people are getting to know each other
- Avoid assumptions; do not judge Student Mentee’s personality based on the phone conversation
- Take initiative in communication (e.g., scheduling meetings, making phone calls, and other forms of communication) and maintain on-going communication
- Be sensitive to cross-cultural similarities and differences and how they may influence your interactions
- Recognize the fact that the mentoring relationship takes time and commitment to develop
- Take it easy! To increase comfort level, you need to take time to know each other’s personalities, interests, and needs. Taking things slowly will be helpful in increasing the comfort level.

### WHAT DO MENTORS DO IN THE FIRST PHASE

- Introduce yourself to the Student Mentee and explain how you received his/her information
- Find out what the Student Mentee has done at school so far (i.e., registration, orientation, when did Student Mentee arrive on campus) and how everything went
- Inform Student Mentee of upcoming school events that are important for first-year students
- Talk about why you are interested in mentoring and inquire about how the Mentee found out about the Tri-Mentoring program and other resources
- Inquire as to why the Mentee chose their particular program of study, and briefly share your general opinions about your program of study
- Provide Student Mentee with your contact information and availability (work and school commitments) and later follow up with an e-mail
- Inform the Student Mentee about the next Tri-Mentoring Program meeting, and ask whether the Mentee would like to meet up
- Establish method and frequency of communication and role expectations (e.g., social connection? Advise on how to do study? Referrals to other resources and procedures? Just a listening ear?)

## PHASE 2: FOLLOW UP



## EXPLORATION

- Further explore goals and expectations, and the areas Student Mentee may need additional support
- Informally clarify your common interests, values and objectives at University
- Set up a routine for meetings and activities
- Check the Tri-Mentoring Program calendar regularly; participate in events together. Visit <https://firefly.ryerson.ca/trimentoring> for a list of upcoming events
- Plan for joint activities outside of school

## THINGS TO KEEP IN MIND

- It is your Student Mentee's needs that determine the nature of your relationship
- Student Mentee's trust and comfort does not happen immediately; it takes time, commitment, and sensitivity to develop
- In the beginning, your Student Mentee might view you as 'Know-It-All' – someone who has all the answers and experience. This will decrease gradually
- Do not make decisions of what your Student Mentee needs
- You will do more "listening" as your Student Mentee gets to know you better, feel more comfortable and less intimidated

## TIPS FOR COMMUNICATION

- Adjust your communication style to accommodate that of your mentee (e.g., directness/indirectness; outspoken manner vs. reticence, outgoing vs. shyness). This will help your Mentee feel more comfortable.
- Be sensitive and attend to Mentee's verbal and nonverbal clues (i.e., body language)

## WHAT DO MENTORS DO IN THE SECOND PHASE

Mentors provide guidance and support through *sharing experiences* and *communicating support and challenge*.

- **Sharing Personal and Professional Experiences**  
For example: School and work demands, stress, career prospects in your field, professional or extra-curricular experiences, trials and success  
Visit [www.ryerson.ca/trimentoring/](http://www.ryerson.ca/trimentoring/) for examples of mentoring topics
- **Communicating Support and Challenge**
  1. Support and reassure your Student Mentee during difficulties, but not spoon feed them
  2. Provide appropriate challenges when Student Mentee is ready for them
  3. Point out his/her strengths and weaknesses
  4. Help Student Mentee build confidence, make independent decisions and be responsible for his/her own success



## PHASE 3: STABILIZATION

### CONTINUATION

- Needs, values and beliefs of Student Mentee will be clarified and more apparent
- Student Mentee is more familiar with the environment, more involved in social life and better understands how to deal with the university
- Personality of Student Mentee will be very evident (e.g., gregarious, animated, spontaneous vs. low-key, retiring, reflective)
- Assist Student Mentee with their evaluation of their Academic and Career goals (e.g., suitability for the program/major chosen, and courses taken)

**Note:** This stabilization phase could last for months or throughout the entire four years at university

### TIPS FOR COMMUNICATION

- Do not expect that your Student Mentee will or should do everything you advise them on
- Put yourself in the Student Mentee's situation; see the issue from the Student Mentee's point of view rather than your own
- Verify Student Mentee's feelings and concerns
- Respond to Student Mentee's need properly (need for **nurturance** vs. need for **autonomy**)

### WHAT DO MENTORS DO IN THE THIRD PHASE

- Follow up on class work
- Make sure Student Mentee is getting what he/she needs
- Recommend campus activities or professional associations to join

## PHASE 4: CLOSURE

### WRAP-UP

- Equal learning partnership established; learning from each other's similarities and differences.
- Re-define your long-term mentoring partnership; ensure that trust and mutual respect is intact
- Student Mentee become a leader him/herself and no longer depends on you
- Student Mentee acquires confidence, and problem-solving skills
- Less frequent contact as Student Mentee becomes self-sufficient
- The closure of the relationship indicates you have fulfilled your job as a Student Mentor
- Recognition ceremony will be held at the end of March

**Note:** When your Student Mentee stops calling you all the time, it means (s)he has learned the necessary skills and you have done your job as a Student Mentor. Celebrate your success!



# TRI-MENTORING SURVIVAL GUIDE

## FOR MENTORS AND MENTEES

### **Tri-Mentoring Program's Monthly Lunch & Learn**

<https://firefly.ryerson.ca/trimentoring>

Throughout the Mentoring Year (September – March), Tri-Mentoring Program provides “Lunch & Learn” every month for all Mentors and Mentees to get together and connect with other students from all programs at Ryerson.

### **Centre for Student Development & Counselling: Group Programs**

[www.ryerson.ca/counselling/](http://www.ryerson.ca/counselling/)

Centre for Student Development and Counselling provides personal development workshops and on-going counseling groups discussing issues such as life transition, body image, managing shyness, healing from loss, and mindful meditation.

## FOR STUDENT MENTORS

### **Leadership Education Program**

[www.ryerson.ca/leadership](http://www.ryerson.ca/leadership)

Completing 7 modules will lead to a Leadership certificate.

### **Career Centre: Career Skills Workshops, Career Fairs and Information Sessions**

[www.ryerson.ca/career/](http://www.ryerson.ca/career/)

Career workshops help you create a professional resume, learn effective interview skills, and understand important business etiquettes.

## FOR STUDENT MENTEES

### **First Year Website**

[www.ryerson.ca/firstyear](http://www.ryerson.ca/firstyear)

A comprehensive website that offers tips, advice and FAQs for all First Year Students.

### **Learning Success Centre: Learning Skills Seminars**

[www.ryerson.ca/learningsuccess/seminars.html](http://www.ryerson.ca/learningsuccess/seminars.html)

Learn study skills you must have to succeed in university and improve your grades: test preparation, writing university essays, forming study groups, and dealing with test anxiety.

### **The Writing Centre**

[www.ryerson.ca/writing-centre/](http://www.ryerson.ca/writing-centre/)

One-on-one help with all the problems you may have with writing. Each appointment is 50 minutes, which can be booked in person or by phone.



## **The English & Communication Support by ISS**

**[www.ryerson.ca/internationalservices](http://www.ryerson.ca/internationalservices)**

Get help with preparing class presentations! Gain the necessary skills and self-confidence to communicate effectively and articulately. To register, contact the International Services for Students in Room POD-448 or via e-mail at [issask@ryerson.ca](mailto:issask@ryerson.ca) Tel: (416) 979-5000 ext. 7599

## **English Language Support**

**[www.ryerson.ca/learningsuccess/english\\_language\\_support](http://www.ryerson.ca/learningsuccess/english_language_support)**

English language support services for students whose first language of academic study is not English. Workshops and individual appointments are available for English Conversations, Classroom Communication Skills and Academic Writing help.

## **The Access Centre**

**[www.ryerson.ca/accesscentre](http://www.ryerson.ca/accesscentre)**

The Access Centre provides confidential appointments and consultations with Disability Counsellors in order to determine appropriate accommodations for students. Examples could include test/exam support, alternate format materials, services for students who are Deaf or hard of hearing and other services.

## **Academic Integrity**

**[www.ryerson.ca/academicintegrity](http://www.ryerson.ca/academicintegrity)**

Designed to assist students in their studies and to educate them on how to maintain their academic integrity. To aid in the process of understanding academic integrity an illustrated guide to academic integrity, starring four students from the Ryerson community, has been created.

## **Discrimination and Harrassment Prevention Services**

**[www.ryerson.ca/equity](http://www.ryerson.ca/equity)**

Ryerson's Office of Discrimination and Harassment Prevention Services works with members of the Ryerson community to promote a study, work and living environment free of discrimination and harassment.

## **Ombudsperson**

**[www.ryerson.ca/ombuds](http://www.ryerson.ca/ombuds)**

The Office of the Ombudsperson at Ryerson University is a safe place to get advice and assistance with resolving a problem, concern or conflict fairly, or to obtain information that you were not able to obtain elsewhere. The Ombudsperson and Assistant Ombudsperson will work with students, faculty and staff to seek an expeditious and just resolution to problems and conflicts at the University that they have not been able to resolve themselves.



## RESOURCES TO DEVELOP A SUCCESSFUL MENTORING RELATIONSHIP

### **The Bank of Montreal Mentoring and Career Resource Centre**

The BMO Mentoring and Career Resource Centre is the meeting place for Mentors and Mentees. You will find useful career resources and use the workstations for online job search. It is located on the 4<sup>th</sup> floor Jorgenson Hall, inside the Career Centre.

### **The Career Centre**

Ryerson's Career Centre provides students with the tools and guidance for every step of their career journey; from choosing your career path to finding the right job or graduate program. Visit [www.ryerson.ca/career/](http://www.ryerson.ca/career/) to find out the updated career skills workshops and information sessions when you participate in career mentoring.

### **First Year Website**

Visit [www.ryerson.ca/firstyear](http://www.ryerson.ca/firstyear) for typical first-year FAQ. Make sure your Mentee has completed everything on the "enrollment checklist".

### **Ryerson Student Union (RSU)**

Find a student organization that suits you and your Mentee from the list of RSU student groups:

- Student Organizations  
[www.ryerson.ca/ryesac/campusgroups/studentgroups/index.html](http://www.ryerson.ca/ryesac/campusgroups/studentgroups/index.html)
- Link to Course Unions:  
[www.ryerson.ca/ryesac/campusgroups/courseunions/index.html](http://www.ryerson.ca/ryesac/campusgroups/courseunions/index.html)

### **Sports and Recreation**

Extensive recreation facilities and programs including clubs and intramural, fitness, sixteen intercollegiate athletic teams and Athletic Therapy facility. To use facilities, students must present a valid student ID, and purchase a RAC card. Visit [www.ryerson.ca/sportsandrec](http://www.ryerson.ca/sportsandrec) to find a class you and your mentee can join.

### **Student Financial Assistance**

Coordinates bursaries and short term loans, and provides information on scholarships, International Students Bursaries (based on financial need) is available. In addition, help with budgeting is also available. Visit [www.ryerson.ca/financialaid](http://www.ryerson.ca/financialaid)

### **Ryerson Health Services**

Offers a Health Centre and Health Promotion to enhance the health and wellness of students. Visit [www.ryerson.ca/healthservices](http://www.ryerson.ca/healthservices) for more information on the various services they offer.

### **Safety & Security**

Ryerson Security organizes the Walk & Watch Program, which provides security officers to escort student, faculty, staff and visitors to specific places on and around the Ryerson campus. Available 24 hours a day, 7 days a week. Visit [www.ryerson.ca/security](http://www.ryerson.ca/security) for safety tips.



**Mentor Notes:**



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