

III: STABILIZATION

Next:

- Follow up on class work inquiries.
- Make sure the Student Mentee is getting the answers or info needed.
- Recommend activities, volunteer program or student-run groups to join.

Continuation:

- Through continued communication, the needs, values and beliefs of Student Mentees will be clarified and will become more apparent.
- The Student Mentee is becoming more familiar and involved in social life and better understands how to deal with OCAD University life.
- Assist Student Mentee with the evaluation of their academic and career goals (suitability for the program/major chosen, and courses taken, and refer to appropriate Academic Advisors and/or Career Services Advisor).

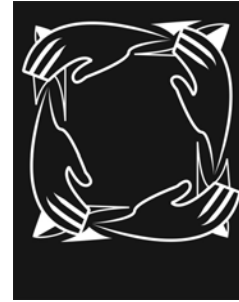
Tips for Communication:

- Do not expect that your Student Mentee will do everything you advise.
- Put yourself in the Student Mentee's situation; see it from their 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).

IV: CONCLUSION

Wrapping-up:

- Student Mentee has acquired a familiarity with OCAD U and its procedures, confidence, knowledge, and a stable social network.
- Student Mentee will become less dependent.
- Increased self-sufficiency results in less frequent contact.
- Peer Mentor duties have been fulfilled upon the conclusion of the program at the end of November.
- Communicate with Student Mentees and thank them for their involvement.
- Extend an offer of continued support (though informal) for the following winter semester.
- Relationship can often continue as friends.



Building a Successful Mentoring Relationship

Student Mentor Program OCAD University

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I: STARTING OUT

First:

- Initiate contact **within three business days** of receiving Student Mentee contact information. Introduce yourself, share info, encourage them to communicate with you (questions, concerns etc.).
- Find out what the Student Mentee has done so far (registration, orientation, when will the Mentee arrive on campus) and how everything is going.
- Inquire as to why the Mentee chose their particular program of study, and briefly share what program of study you chose, and why.
- Inform Student Mentee of upcoming school events that are important to new and first-year students. Specifically this would include the importance of attending the **Mentor Program Welcome** and Orientation.
- Determine the method of communication that works best for you and your Student Mentee (e.g. In-person, telephone, e-mail, online chat such as MSN Messenger, or facebook).
- E-mail as often as you like throughout the month, but adhere to the established Communication Schedule for the “official” monthly e-mail: **within the first three days of each month** (assists time management).
- When applying to participate in the Student Mentor Program, Mentees will be asked to list the goals they would like to achieve. Ask them about their goals and determine your role: social connection? advice on how to study? referrals to resources? procedures? listening ear?
- Student Mentee contact information should be kept private. Only assigned Peer Mentors and Campus Life staff should have access to the names and e-mail addresses of assigned Mentees.

Keep in Mind:

- The “getting to know you stage” may take some time, so be patient.
- Avoid assumptions.
- Take initiative in communication. Schedule meetings, phone calls, etc.
- Mentee(s) may be shy.
- If Mentee(s) do not respond, DON'T take it personally. DO inform Brent while maintaining ongoing communication.
- Be sensitive to cross-cultural similarities and differences and how they influence interaction.
- A mentoring relationship takes time and commitment to develop.
- Take it easy! Take time to know each other's personalities, interests and needs. Taking things slowly will be helpful in increasing the comfort level.
- Know that some Student Mentees may treat you as a trusted confidant and disclose personal information during conversations. This information should be treated with the utmost respect and confidentiality.
- Note any questions you may have for the Monthly Mentor Report or discussion with peers, your Peer Partner or Student Life Coordinator.

II: FOLLOW UP

Next:

- Continue to e-mail your individual Mentee(s), checking in as much as you like, but remember to adhere to the monthly communication schedule.
- Help Student Mentees by providing encouragement, support and guidance; refer them to appropriate resources.
- Support and reassure your Student Mentee during difficulties.
- Ask about class work and share personal experiences on how to deal with school work demands, stress, and extracurricular activities.
- Listen to the Student Mentee; point out strengths, building their confidence towards making independent decisions.

Keep in Mind:

- It takes time, commitment, and sensitivity to develop a connection.
- As your Student Mentee gets to know you better, she/he will feel more comfortable and less intimidated.
- Student Mentees have the option of opting out of the program at any time. Don't take it personally if this happens.
- Remember... when you don't know an answer, say so. Find out who does know and make appropriate referrals. Keep notes.

Tips for Communication:

- Adjust your communication style as necessary to accommodate that of your Student Mentee (directness/indirectness; outspoken manner vs. reserved; outgoing vs. shyness).
- Be sensitive to the Student Mentee's verbal and non-verbal clues.

Exploration:

- Further explore goals and expectations, and the areas the Student Mentees may need additional support. Make appropriate referrals.
- Informally clarify your common interests, values and objectives at OCAD.
- Check the OCAD U Events Calendar regularly and encourage participation in events, sometimes as a group with other Mentees.
- Plan a monthly group activity.

Challenges:

- Making initial contact and building trust and mutual respect.
- When you try to suggest alternatives which are not accepted.
- Rejection: you offer un-needed help or the Student Mentee is not ready.
- Working with a Student Mentee for many months but she/he drops out.
- Deciding on activities to do together.