



MENTOR HANDBOOK

2021-2022

WHAT IS MENTORING?

Mentoring is an intentional, outcome-driven relationship designed to foster the growth and development of your mentee. Overall, the relationship is based on a mutual willingness to learn and share.

A good mentor:

- Has strong communication skills
- Stimulates the mentee's own thinking and reflection and supports his or her personal development
- Is available and willing to connect with his or her mentee, giving appropriate guidance and feedback
- Is open-minded, flexible, empathetic, and encouraging

Your responsibilities:

Depending on the particular goals of the mentee, as a mentor, your responsibilities may include:

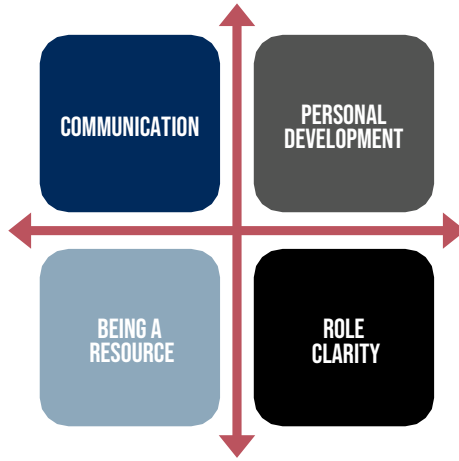
- Helping to set short-term learning objectives and short-term and long-term academic goals
- Recommending and/or creating specific learning or development opportunities
- Transferring substantive knowledge related to your academic field of study (through facilitated group learning or one-on-one sessions)
- Relaying and modeling the best practices, values, and culture within your field of student, including challenging aspects
- Recognizing strengths and areas for development

A mentor is not:

- A tutor
- A counselor
- A teacher

MENTORSHIP COMPETENCY FRAMEWORK

There are four primary mentorship competencies that you can use to think about how to be an effective mentor.



1. Communication

- Consistently practice effective communication skills
- Establish good rapport
- Use active and reflective listening and provide constructive feedback

2. Personal Development

- Support and guide your mentee's learning
- Help your mentee set realistic expectations for success
- Encourage reflection and enable your mentee to learn from his or her experiences

3. Being a Resource

- Connect your mentee to opportunities, people, resources
- Share your knowledge with your mentee
- Act as a tour guide of your area of expertise

4. Role Clarity

- Clarify your own values, beliefs and attitudes and seek to use these to support your mentee
- Understand the impact of personal biases as well as your own limits
- Understand your role, purpose and expectations as a guide and as a resource (rather than a counsellor or a tutor)

MENTORING EXPECTATIONS AND ROLES

As a mentor, you always want to:

- Treat your mentee with respect and sensitivity
- Focus on sharing your knowledge and insight
- Support your mentee in achieving their learning goals

Advisor

- You can act as a sounding board and facilitator
- You maintain privacy and confidentiality
- You are not responsible for fixing problems directly

Protector

- You act as a safety net – someone who supports your mentee
- You ensure a safe environment
- You refer your mentee to appropriate services or staff

Developer

- You give structure and direction to the mentee
- You provide guidance based on observations during your interactions with the mentee
- You empower the mentee to handle his/her problems independently
- You should avoid telling the mentee what to do or look for quick fixes

Broker

- You can identify skills or competency gaps through an objective lens
- You can identify and facilitate development opportunities

Challenger

- You can positively encourage the mentee to meet high standards for academic conduct

Clarifier

- You can provide needed support and enhance your mentee's self esteem
- You can clarify organizational values within your area of expertise (academic and/or co-curricular)

Affirmer

- You give needed support
- You exhibit empathy and understanding
- You should not discount your mentee's feelings or concerns

BEST PRACTICES WITHIN MENTORSHIP RELATIONSHIPS

Successful mentoring requires a reciprocal and comfortable relationship between a mentor and a mentee. Both a mentor and a mentee must work together to be open-minded and respectful of one another.

Mutual benefit and mutual respect

- The mentoring relationship is designed to foster the growth and development of the mentee; however, the relationship should be defined from the beginning as mutually beneficial
- Some goals that you may have as a mentor include: contributing to the mentee's academic development – sharing skills that are useful in your field of study and influencing the mentee's experience beyond the classroom

Confidentiality

- Maintaining an environment of confidentiality is important in building trust between you and your mentee
- You and your mentee are responsible for identifying and observing areas of confidentiality

Professional communication, honesty, frank feedback

- Your mentee will look to you to set the tone for acceptable levels of professionalism – remember you should be friendly, but you are more than a friend

BUILDING THE MENTORING RELATIONSHIP

Help your mentee set goals

- Setting goals with your mentee at the start of your mentoring relationship is critical as it informs the direction the relationship will take.
- If your mentee is not clear on his or her goals, setting these goals can be the topic of your first mentoring meeting. You may ask questions like:
 - What made you sign up for the mentoring program?
 - What specific concerns or questions do you have?
 - How may I help you?
- There are resources to help you and your mentee set goals at the bottom of this document

Set expectations with your mentee:

- Work with your mentee to agree on how and when you will communicate with one another and renegotiate as needed
- If your mentee is unresponsive, contact staff or program coordinators. Remember that students sometimes get overwhelmed

Share your story:

- Tell your mentee about yourself (you can choose how much personal information to share; a mentor is a guide and a resource, but is something more than a friend)
- Share any challenges or mistakes you've made and present them as learning opportunities
- Share your university experiences: what did it take for you to get where you are?

Get to know your mentee:

- Ask thoughtful questions about your mentee's interests and experience
- Ask what their University of Toronto experience is like
- Use active listening skills: reflect back what the mentee says, avoid interrupting, and show interest in your voice and body language

Offer options rather than solutions:

- Avoid offering solutions to your mentee's concerns or challenges and instead help your mentee explore various options
- Share your own related experiences

BOUNDARIES

In addition to the support you will provide your mentees during (based on program type), you will be in contact with your students online, on campus, and perhaps even out and about in the city. It is important that you remember to set boundaries with your students in and outside of your sessions or meetings.

You must strive to maintain an appropriate relationship in all situations: remember that you are your students' mentor, not their friend or their potential romantic partner. You cannot effectively mentor someone and have the equality of relationship on which friendship or a romantic relationship depends. Also, because of the power differences between you and your mentees, your friendly or flirtatious gestures could easily be misunderstood or seen as offensive.

Group guidelines and a mentoring agreement

- Work with your mentees to develop group guidelines that can inform expectations during a facilitated workshop or group mentoring event
- Work individually with your mentee to complete a mentoring agreement that outlines your responsibilities

Things to remember

- You are not a tutor. Please do not cover course material or comment on students' papers during your sessions or individual meetings. Instead, help them access tutoring, writing instruction and academic guidance. Your job is to advise your mentees on how they can become more successful students.
- We expect that you will develop your listening skills and that you will use these to assist and support students who are experiencing difficulty.
- We neither expect, nor want you to attempt to solve students' problems for them – they need you to listen to them while they work out their own solutions and to refer them to appropriate services on campus.
- Keep program staff or coordinators informed about all issues and concerns.
- We expect that you conduct yourself in an appropriate manner with your students; you must treat all the students in your sessions and individually with respect.

MENTORING AGREEMENT (FOR ONE-ON-ONE MENTORING)

The mentoring partners listed below agree to enter into a mentoring relationship.

Mentee Name:

Signature:

Date:

Mentor Name:

Signature:

Date:

To get the most out of your mentoring experience, you should talk about the expectations and goals that you and your mentor have for the mentoring relationship.

Agree on Expectations: How will the relationship work?

1. Meeting together: What works best? Will we meet:
 - In-person
 - Skype
 - Phone
 - Email
2. In general, how often would we like to meet/interact (e.g., once per week, every other week, etc.)? Renegotiate as needed.
3. If an email or voicemail is received, we will get back to each other within:
 - 24 hours
 - 1-2 days
 - Other
4. If we can't make an expected meeting/interaction, how will we get in touch?

Agree on goals: what do you hope to gain from the relationship?

1. What are the mentee’s goals for this mentoring relationship? What are the 3 things you would like to learn or develop as a result of interacting with your mentor? (See Goals-setting worksheet below)

MENTEE’S GOALS	
1 st Goal	
2 nd Goal	
3 rd Goal	

2. What are the mentor’s goals for this relationship? What would you like to share with or impart to your mentee?

MENTOR’S GOALS	
1 st Goal	
2 nd Goal	
3 rd Goal	

3. What actions can you both take to achieve these goals?

Agree on privacy, confidentiality and trust:

1. We both agree to protect each other’s privacy and abide by the boundaries of the mentoring relationship.
2. We both agree to abide by and appreciate that our conversations are confidential.
3. We agree that if either of us wishes to leave the program early, we must advise the program coordinator.

GOAL SETTING

Purpose of goal setting:

Setting goals will help you strive to achieve. Although goal setting is often challenging, it will increase efficiency and effectiveness in your mentoring relationship.

Goals are important because they:

- Guide and direct behavior
- Provide clarity
- Reflect what the goal setters consider important
- Help improve performance
- Increase the motivation to succeed
- Instill pride and satisfaction in achievements
- Provide challenges and standards
- Bolster self-confidence and decrease negative attitudes

Set goals that are **SMART**:

- **Specific:** use detailed information in plain language (i.e., names, dates, places, amounts - whatever details are necessary to make it clear).
What do you want to achieve?
- **Measurable:** quantifiable ways to know goals are working or if goals have been completed. Establish criteria for how to achieve a goal.
- **Accountable:** indicate your role in achieving each aspect of the goal. Be proactive in taking action that will result in reaching the desired goal.
- **Realistic:** ensure the suggested goals are practical and achievable. Strive for attainable goals and consider the resources and constraints relative to the situation.
- **Timetabled:** include dates of when things need to be completed and allow reasonable time to complete each goal.

ADDITIONAL RESOURCES: COMMUNICATION BLOCKERS

Mentors have to be good communicators. But, sometimes when we think we are actively listening, we're really not. These are some examples of some common listening habits that may inadvertently block communication.

IF YOU...	YOU ARE...
Tend to offer advice on problems before hearing the whole story or without being requested	Advising or ordering
Spend your energy on trying to identify the speaker's motivations or underlying reasons for their behaviour	Analyzing
Try to assess yourself against the person you are talking to	Comparing
Identify ways to blame the speaker for their situation or disapprove of other people's conduct or standards of behaviour, or give advice on how general moral standards should be improved	Criticizing or moralizing
Tend to drift off mid-way through the conversation or if a statement by the speaker suddenly takes you away from the conversation and back to an old memory	Day dreaming
Refuse to accept what the other person is saying, or you try to prove or rationalize your opinions and ideas	Debating
Become agitated or argumentative when someone disagrees with or criticizes you	Defending
Quickly change the subject or continually make a joke if the topic is uncomfortable or upsetting to you	De-railing
Distracting the speaker by constantly interrupting their thoughts	Dominating
Let your mind wander and only catch the basic emotions of the speaker, or if you block out certain things	Filtering
Take everything you hear and refer it back to a personal experience before a speaker can finish	Identifying

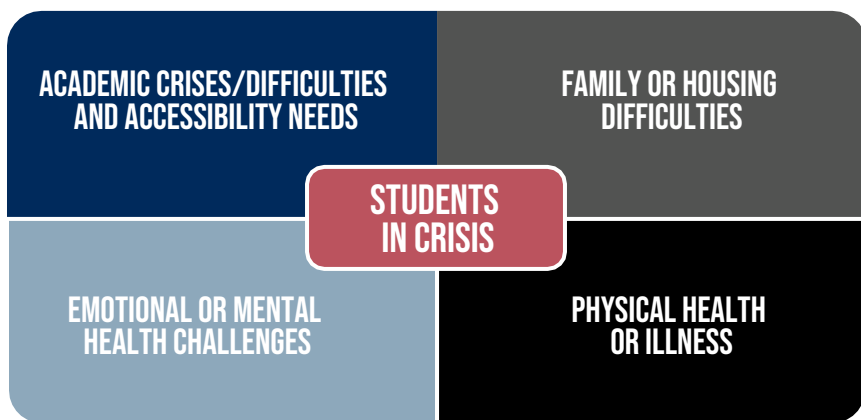
IF YOU...	YOU ARE...
Don't pay attention because you thought what the speaker said earlier was dumb	Judging
Ascribe (negative, judgemental) characteristics to the speaker based on some aspect of their story	Labeling
Focus on facts over feelings	Using Logic
You make assumptions about what the other person thinks or is about to say	Mind-reading
You reduce the importance or play down the seriousness of what the speaker is saying	Minimizing
Constantly agree with what's being said in order to come off as nice or supportive, even though you're not really listening	Placating
Tell the speaker you think they acted correctly or did exactly the right thing	Praising
Interrogate the speaker without also acknowledging what they're saying	Questioning
Try to reduce the speaker's worry by telling them that things will be okay	Reassuring
Go over in your mind everything you are about to say next, rather than listening intently to everything that is being said	Rehearsing
Can find something to disagree with in every conversation or you use sarcastic or acerbic remarks to dismiss another's point of view	Sparring
Focus on telling the speaker about the consequences of their actions	Warning

Adapted from The Communication Skills Book, New Harbinger, 2nd ed. 2003. McKay, Davis and Fanning.

ADDITIONAL RESOURCES: STUDENTS IN CRISIS OR DIFFICULTY

Mentors are often in positions to identify students who are in difficulty. Recognizing the signs of emotional distress and responding with interest and concern can be important in helping students find solutions to their challenges. The role of a mentor, though, is NOT to solve problems for other students. A mentor acts as a resource – to connect students to appropriate resources.

Understanding students in crisis or difficulty



How to identify students in difficulty

When identifying a student who may be in difficulty, it is important not to look at a single or isolated behaviour – instead, look at “clusters of signs.”

1. A stated need for help
2. Changes in behaviour
3. Marked changes in mood
4. Obvious changes in appearance
5. Difficulties communicating and/or apparent distortions of reality
6. Significant changes in identity or relationships
7. Health concerns
8. Serious academic concerns
9. Violence

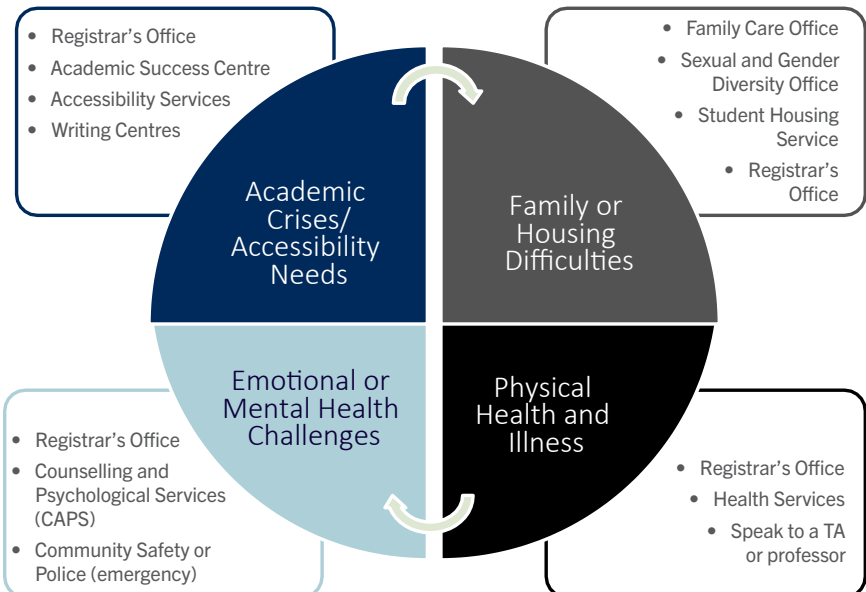
SITUATIONS THAT REQUIRE IMMEDIATE REFERRAL

Direct or Indirect Reference to Self-Harm or Suicide

- Take reference to committing suicide seriously: contact a person who is trained in suicide prevention
- Contact Campus Police (416-978-2222) or Toronto Police (911) – both operate 24/7
- Contact a staff person – Student Life staff at colleges and faculties
- Extra help: SAFEtalk training (Contact: mentorship@utoronto.ca)

Harm to Others

- Physical violence causing bodily harm and specific threats should be reported to appropriate staff
- Contact U of T Campus Police (416-978-2222) or Toronto Police (911)
- Contact the Community Safety Office (416-978-1485) – operates during University operating hours (8:45-4:30)



RESOURCES AT THE UNIVERSITY OF TORONTO

ACADEMIC ISSUES

Registrar: For St. George students, their college or faculty registrar is their resource for all academic advising issues. Registrars can also help with personal emergencies and financial counseling.

More information about registrars: life.utoronto.ca/get-help/your-registrar/

A professor and/or TAs: If your mentee is having difficulty in a course or have gotten a dismaying mark on an exam or paper, suggest they speak to their TA or professor. You can sometimes ask for an exam or paper to be re-marked, and you can at least get some insight into what you need to be doing for the course. Go as soon as you start to struggle, rather than waiting till you are failing outright.

Academic Success Centre: 416-978-7970; asc@utoronto.ca

The ASC offers workshops on academic strategies and individual meetings with counselors, on everything from exam anxiety to time management and writing challenges.

Drop-in hours vary (1:00-3:30pm), Monday-Thursday.

<http://www.asc.utoronto.ca/>

Accessibility Services: 416-978-7677

Offers services for students with physical, mental health, or learning disabilities: Two locations—1st floor of Robarts and 215 Huron Street, 9th Floor, Room 939.

<http://www.accessibility.utoronto.ca/>

Economics Study Centre: Peer mentors are available throughout the week to assist students in Economics courses. <http://www.economics.utoronto.ca/index.php/index/undergraduate/load/studyCentre>

The Centre for International Experience (CIE) offers courses in writing and conversation: <http://www.cie.utoronto.ca/Programs/English-Communication-Program.html>

Exams: Old exams are located at the following site: <http://exams.library.utoronto.ca.myaccess.library.utoronto.ca/>

In addition, the student unions and associations in various fields (e.g., the Sociology Student Union) keep collections of old exams. You can find a list of student unions and associations at: <http://ulife.utoronto.ca/organizations/list/type/union/campus/stgeorge>

Exam workshops are available through the **First in the Family** program and the **Academic Success Centre**.

Library: Research in university is vastly differently from what most students have done in high school. Both Robarts and Gerstein offer workshops in library research, and both offer a lot of guidance on their sites: <http://main.library.utoronto.ca/workshops/>

Math Aid Centres: Each college has a Math Aid Centre, sponsored by the Department of Mathematics. Go early for help: the Centres are not available during finals. (A link to a Stats Study Centre is also at this site.) <http://www.math.toronto.edu/cms/math-aid-centres/>

Peer Tutoring: students can receive free tutoring from volunteer tutors: <http://utpt.c-ut.ca>

Writing Centres: Colleges and most of the professional faculties have writing centres where students can make appointments to bring papers for discussion. Appointments book very early and waiting lists are long, so students should look at the due dates they have for the term and make appointments well in advance of the due date for their writing assignments. It's best but not essential to come to the writing centre with a draft. This link has information about writing centres and PDFs of advice about writing. <http://www.writing.utoronto.ca/writing-centres>

Study groups: Finding a partner—or a small group—to study with can make a world of difference in your academic success. Talk with people in your residence or your courses to see whether anyone would like to study with you. If facilitated study groups are offered in any of your courses, sign up for them!

COUNSELLING

Counselling and Psychological Services (CAPS): 416-978-8070

CAPS offers individual counselling and group workshops. All services are confidential. They have a waiting list, so it's good for students to get on it early. They will refer students to therapists in the community if need be. Main Floor, Koffler Student Services Centre.

<http://caps.utoronto.ca>

CRISES

Medical or other emergencies: Call 911 (don't hesitate)

Campus police: Emergencies: 416-978-2222

Business line: 416-978-2323

The U of T Community Safety Coordinator: 416-978-1485

The Safety Coordinator can help with making police reports, obtaining counselling for students, etc. The Safety Coordinator is an important resource for students dealing with family violence, stalking, suicidal feelings, and so on.

<http://www.communitysafety.utoronto.ca/assistance.html>

Distress Centre: 416-408-HELP (4357): This is a number to put in your phone. The distress line is available to people in any kind of distress. There are interpreters available in a wide variety of languages. <http://www.torontodistresscentre.com/distress.shtml>

The U of T Health Services website also lists walk-in clinics and a resource list (including for legal services and emergency contraception).

<http://healthservice.utoronto.ca/Emergencies.htm>

CAPS on-call crisis: If you require urgent attention weekdays between 9am-5pm, call 416-978-8070.

The receptionist will take a message and/or put you in touch with the counsellor/clinician-on-call as soon as possible. If you're concerned about a student and believe they need urgent attention, please call and speak to the counsellor/clinician-on-call before bringing or directing the student to the service as it is important that a counsellor be available to see the student promptly.

CAMH Crisis Line: Anyone in a crisis (or anyone supporting someone in a crisis) may call between 3-9 PM: 416- 595-6111 (local) or 1-800 463-6273 (toll free)

Assault counselling at CAPS: Confidential voicemail (9am – 5 pm) — 416-978-0174.

<http://caps.utoronto.ca/Services-Offered/Assault-Counselling/Definitions.htm>

The Walksafer Service: provides escorts between campus buildings, parking lots, and TTC Transit stops near the campus. Handicapped accessible vans are also available. This service is offered free of charge

September through April, Monday to Friday, from 7 pm to Midnight. To reach Walksafer just call 416-976-7233 (SAFE). Please note that this service is not offered during Reading Week, holiday breaks, or on statutory holidays.

FINDING COMMUNITY

Ask A Student: You can post any question on the website, or browse the questions and answers already posted:

<http://askastudent.utoronto.ca/>

Bookmark This: An A-Z list of Student Services at the U of T:

<http://life.utoronto.ca/get-info/a-z-list.htm>

Campus organizations & campus organization services: 416-946-7755;
<https://ulife.utoronto.ca/>

A list of all 400+ campus organizations at U of T and contact information for the campus organization services, a University office that deals with recognition, support and policy enforcement. Located at 21 Sussex Avenue, Suite 516

Centre for Community Partnerships: 416-978-6558

Service-learning and volunteer work: Koffler House (NE corner of Spadina Circle) 569 Spadina Avenue, Suite 315 <http://www.ccp.utoronto.ca/>

First in the Family Program: 416-946-7752

The First in the Family program offers academic and co-curricular support to students who are the first in their families to attend university.

<http://firstgen.utoronto.ca>

First Nations House: 416-978-8227

First Nations House provides a number of culturally supportive student services and programs to Aboriginal students and the general university community. Located in the North Borden Building, 563 Spadina Avenue, 3rd floor.

<http://www.fnh.utoronto.ca/>

Hart House: 416-978-2452

Hart House is cultural and student activity centre at U of T, with a packed

schedule of classes, workshops and performances. 7 Hart House Circle.

<http://www.harthouse.ca>

Mature Students: More information about being a mature student at U of T.

<http://discover.utoronto.ca/mature>

Mentorship Resource Centre: 416-978-1402

If you need additional support as a peer mentor (training or resources), please contact us.

www.mentorship@utoronto.ca

Multi-Faith Centre: 416-946-3120

The Multi-Faith Centre at the University of Toronto accommodates a variety of spiritual and faith-based practices, and encourages interfaith dialogue and spiritual development as part of the learning experience for all students. Koffler House, 569 Spadina Ave:

<http://www.multifaith.utoronto.ca/>

Sexual & Gender Diversity Office: 416-946-5624

The Sexual & Gender Diversity office supports questioning and LGBTQ students, staff and faculty in fulfilling their pursuits, in and out of the classroom. 21 Sussex Ave.

Suite 416 & 417 <http://www.sgdo.utoronto.ca/>

Student Leadership Development Office: studentlife.utoronto.ca/leadership

UTSU: The University of Toronto Student Union has a variety of services and a great deal of information: <http://utsu.ca/>

HEALTH

The University of Toronto Health Services: 416-978-8030

Offers medical services to University of Toronto students and is located on the Second Floor, Koffler Student Services Centre.

<http://healthservice.utoronto.ca/main.htm>

HEALTH CLINICS:

The Doctor's Office: 416-598-1703 595 Bay St.

Bay-Wellesley Med. Services: 416-929-1900 #100 – 984 Bay St.

Bay-College Medical Centre: 416-977-8878 #216C - 777 Bay St.

College-Care Walk-in Clinic: 416-915-9285 351 College St. @ Spadina Ave.

LIFE NEEDS

AskMe: A Resource Guide to help you answer typical student questions:

<http://www.studentlife.utoronto.ca/docs/ASKme-Information-Package.htm>

Map (Way-Finding at St. George): A detailed and interactive electronic map of the St. George campus:

<http://map.utoronto.ca>

Student Life: 416-978-5536

Resources to help student orient themselves: <http://start.utoronto.ca>

Resources for students to get involved: <http://life.utoronto.ca>

Career Centre: 416-978-8010

Offers workshops, one-on-one career counselling and other advice on all aspects of career development.

Main Floor, Koffler Student Services Centre

<http://www.careers.utoronto.ca/>

Center for International Experience: 416-978-2564

Services for international students and recent immigrants (including advising, information on visas, and counselling) and information for students interested in studying abroad. Located in Cumberland House - 33 St. George Street.

<http://www.cie.utoronto.ca/>

Student Housing Office: 416-978-8045 ext. 0

General Support: Student Housing also assists students who are in urgent need of housing: Koffler Student Services Centre

<http://www.housing.utoronto.ca>

The Family Care Office: 416-978-0951

Offers support and advice for student parents. Located on the Main Floor, Koffler Student Services Centre.

<http://www.familycare.utoronto.ca>

Mature Students' Association:

Offers student support to mature students on the St. George campus

<http://www.matsa.ca/>

Financial Aid:

Start with your Registrar's office to get advice on financial aid and to pick up documents. Your Registrar is also your first stop if you need an emergency grant.

You may also need to go to Enrolment Services (formerly Admissions and Awards), 415-978-2190, 172 St. George Street (across the street from the St. George Subway Station on St. George). Don't forget to ask about **UTAPS**, which can top up your bursary.

<http://uoft.me/financialinformation>

Life @ U of T: A student blog about life at U of T Blog:

<http://blogs.studentlife.utoronto.ca/lifeatuoft/>



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