

Fuse Mentorship Manual



**Academic, social, personal and
professional mentoring**

v. Advertising and Marketing Communications
Management 2013–2014

Fuse Mentorship Program — Testimonials

What past student participants have said about Fuse

“Fuse was, without exaggeration, a turning point in my college career. As a direct result of being involved in the program, I was able to gain practical working experience, industry insight, an internship, and full time summer employment within an active marketing communications agency.

“This program is a living example of SLC's ability to afford students with outside-the-classroom learning opportunities, creating long-term benefits and opening doors for future employment. Fuse is an embodiment of St. Lawrence College's ‘live it’ mantra.”

(Brook Johnston, AMC graduate 2011)

“Being involved with Fuse my first year was the best idea I had while at college. Not being from Kingston originally, Fuse allowed me to network and talk to the right people, who I would not have found otherwise. I was very fortunate to be matched with such an involved and motivating mentor who truly wanted to help me succeed.

“Our relationship and the resources provided allowed me to secure a great summer job as well as a placement within my interests. Being matched with a professional who shares the same industry interests as you and works in the field itself was not only extremely helpful but also inspiring. Fuse-ignite the fire inside you and join!”

(Kallie Papkie, AMC graduate 2011)

“Being matched with a mentor was an enriching experience that allowed me to gain knowledge and insight from a real world professional. In particular, I have had the opportunity to see what it is like to be in the shoes of the President of the United Way, Bhavana Varma. Bhavana has taught me much about the non-profit industry and has guided me through the connections between both marketing/advertising and non-profit.

“Perhaps the greatest way I benefitted from having a mentor through Fuse was that it provided me with a direct experience in marketing. Ultimately, Fuse revealed to me how relevant the knowledge and skills I am currently learning at St. Lawrence College are in the real world.”

(Chris Green, AMC student 2012)

Table of Contents

Welcome to Fuse	4
Introduction	4
History	4
Program goals:	4
Help! (If you need faculty assistance)	4
Fuse in the news	5
Expectations of mentors and mentees	6
Mentor training (for peer mentors)	7
What is mentoring?	7
What mentoring is NOT!	7
Characteristics of a good mentor:	7
Tips on effective mentoring:	7
Your first Fuse mentoring meeting:	8
During all mentoring sessions/encounters, you should do the following:	8
Tips for building a mentor-mentee relationship:	8
Dating and Sexual Harassment Policy	8
How to conduct your mentoring relationship	9
Professional Mentor and Third-Year Student Relationship	9
Format for the first meeting between Professional Mentor and Student Mentee	9
Professional Mentor and Student Mentee Monthly Meeting Format	11
Peer Mentor and First-Year Student Relationship	11
How to Manage Your Meetings (and how to establish communications lines)	12
Fuse 2013-14 Schedule	13
Fuse FAQs	14
Appendices	17
Appendix A—Mentoring Partnership Agreement (from The Mentor’s Guide)	17
Appendix B— Mentoring Partnership Agreement sample (from The Mentor’s Guide)	18
Appendix C—Stretch Goal Action Plan (from The Mentor’s Guide)	19
Appendix D—Goal Achieving Exercise Form	20
Appendix E—Mentor’s Worksheet for Evaluating Mentee Goals (from The Mentor’s Guide)	21
Appendix F—Completed (sample) Mentor’s Worksheet for Evaluating Mentor Goals	22
Appendix G—Tips for Mentors in Providing Feedback (from The Mentor’s Guide)	23
Appendix H—Engaging the Mentee (from The Mentor’s Guide)	24
Appendix I—Signals that it Might be Time for Closure (from The Mentor’s Guide)	27
Appendix J—Responses to Crossed Boundaries (from The Mentor’s Guide)	28

Welcome to Fuse

Introduction

Welcome to the Fuse Mentorship Program. We're delighted that you have become a mentor in an initiative exclusive to the St. Lawrence College Advertising and Marketing Communications Management (AMC) program.

Fuse is a two-tiered mentorship initiative that, above all, can provide a significant career boost to AMC students by connecting them with professional mentors who will attempt to help them set and meet goals and develop professional networks before graduation. Only the most engaged of students will earn professional mentors in third year after demonstrating dedication to the program as peer mentors in second year to their own first-year mentees.

If you are a professional mentor, you have been chosen because of the powerful engagement you demonstrated while a student in the program and/or after graduation. We believe you could have a powerful impact on a student who was in your shoes not so long ago. It's hoped that your experience in the same advertising program and/or in the industry will offer priceless insight to your mentee.

History

Fuse was launched in 2008–09 by School of Business communications instructor Frank Armstrong and an innovative group of AMC students. Its initial form was a professional mentorship program matching second-year students with professionals in their field of interest.

The program took on a second tier in 2012–13 and now encompasses a peer-mentoring element. A select group of second-year students have become peer mentors who will help new first-year students to make a successful transition to college life and to connect to the college community. Mentors (both professional and peer) meet monthly with mentees to work towards goals and to learn from one another.

By providing encouragement and friendships, positive relationships and connections will be established and students will feel welcomed and engaged in our college community. It is our hope that, through Fuse, all students will develop personally, socially, and academically and that the most dedicated will develop their professional networks and receive crucial career guidance.

Program goals:

- **To enhance first-year students' college experience by offering a positive connection with a senior peer leader to promote success**
- **To connect deserving second-year students with a professional in their career field of interest to build students' professional networks and to provide invaluable career guidance through goal setting and other endeavours**

Help! (If you need faculty assistance)

- Co-Executive Emm Fawcett (EFawcett10@student.sl.on.ca)
- Co-Executive Andrea Durfee (ADurfee08@student.sl.on.ca)
- Frank Armstrong (farmstrong@sl.on.ca by email or at 613-484-6725 for a faster response) or
- Kathy Patterson (kpatterson@sl.on.ca by email).



[« Back](#)

Project fuses students and industry

EDUCATION: St. Lawrence College mentors pupils

Posted 1 hour ago

Jessica Scott saw an opportunity and jumped at it.

"It was a chance to start something that didn't exist at the college," said Scott, a student at St. Lawrence College and co-chair of a pilot project in the integrated marketing and advertising communications program.

They called it Fuse because it is about fusing a mentoring relationship between students and industry, Scott said.

"I am really excited," she said. "This is a great opportunity to get real life experience."

It is hoped that the mentor- student relationship will continue beyond a student's college days.

Marketing teacher Frank Armstrong broached the idea after an unsuccessful networking event in October.

"I said to my class ... 'Why don't we start a mentoring program and get (the local business community) to know us better?'" he said.

His challenge was well received.

Scott, co-chair Victor Michailov and 15 students formed a committee and put together the program with Armstrong's supervision.

He and fellow teachers assisted by recruiting business colleagues to participate in the mentorship program.

Armstrong said his students have applied such skills from their program as creating logos and graphics, event planning, creative brainstorming and even how to talk to the media.

The students have organized a mixer that will take place tonight in which the 17 students will be matched with their mentors.

"The mixer will provide an opportunity for students to network with other people's mentors and become exposed to different areas in the industry," Scott said.

The program requires that students either have a 75% grade average or be recommended by a faculty member.

Accepted students complete a questionnaire to determine their interests and are then matched with a mentor.

The only mentor expectations are that they meet with the students at least once a month. The rest is up to the pair.

"We would love to see it expand to the rest of the school of business and other faculties," Scott said.

"This is a great way for mentors to contribute to the community and get their hands on young advertising talent."

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Expectations of mentors and mentees

Professional Mentors

Professional mentors have agreed to participate in one meeting per month with their mentee, whether that's over the phone or in person, and to attend a mixer at the beginning and end of the school year. We suggest holding monthly meetings over coffee and setting the meeting for the same time and day each month.

It is the student mentee's responsibility to coordinate meetings, not yours. This manual provides guidelines for how to structure meetings, questions to ask, a contract for you to both sign and keep, a sample contract, and a number of work sheets to help you conduct effective goal-oriented meetings with your mentee.

Third-year Mentees

Mentees are responsible for scheduling meetings with their professional mentors and for rescheduling cancelled meetings. In other words, if one of you is cancelling, you must reschedule your meeting at the same time as you cancel. There should always be a monthly meeting set on your calendar. You are responsible for showing up on time and coming armed with questions for your mentor. You must also submit a monthly progress report on your relationship or meeting with your mentor. More details will come.

Peer Mentors

Peer mentors will attend all group Fuse meetings and will connect monthly with their first-year mentees and report on these interactions in order to earn a professional mentor in third year. Attendance will be taken at group meetings to ensure your punctual attendance. Peer mentors will provide advice and guidance to their mentees to help them succeed in first year, socially and academically. They will be available to their mentees and will actively engage them on campus. This manual provides guidelines for how to structure meetings to help mentors achieve goals and questions to ask.

If you see your mentees in the hallway or computer lab or elsewhere, make sure you say hi to them and ask them how they are doing. Maybe you can even help with a challenge they are working on. Remember how nice it was when your peer mentor reached out to you or remember how it felt when he or she did not. You can make a big difference in a first-year's college experience. Start now. If you don't know what to say, here are some questions to get the conversation started:

1. How are your classes going? Which ones are you finding most challenging?
2. Are there any teachers you are having issues with who you could use pointers on?
3. Are you maintaining balance between school, your part-time job, and your social life?
4. Have you made some friends in your classes? Tell me about them.
5. How are your group settings going?

Peer mentors will submit monthly progress reports to the Fuse executive about their work with their mentees. More details on expectations related to these will be provided.

First-year Mentees

First-year students can miss only two group meetings if they wish to become peer mentors. Please remind them of this at your first few meetings with them. If they miss more, they will be evaluated due to concerns about commitments to the program.

Mentor training (for peer mentors)

What is mentoring?

Mentoring is an opportunity to act as a guide, to share your knowledge and experiences, and to generally assist other students to develop strategies to succeed.

Think: *What does mentoring mean to you? Think of someone who you looked up to—what sort of qualities did this person have? What role did this person play in assisting you?*

What mentoring is NOT!

- A mentor is not a parent.
- A mentor is not a professional counselor.
- A mentor is not a social worker.
- A mentor is not a financier.

Mentors should never attempt to personally handle complex problems relating to financial situations, emotional or psychological issues, physical health, or personal counseling. These matters should always be referred to the appropriate college department/service provider such as Kathy, Frank, or the Student Success Facilitator.

Characteristics of a good mentor:

- A positive outlook
- A desire to help others
- Empathy
- An even disposition—patience, gentleness, understanding and fairness
- An open mind—a willingness to accept other people and their point of view
- Initiative—the ability to see what needs to be done and to do something about it
- Enthusiasm—a strong belief in what they are doing and willingness to share it with others
- Reliability—punctual, dependable, and trustworthy
- Effective communications skills—this includes the ability to listen

Tips on effective mentoring:

Remember to

- care about the student by showing empathy, understanding, and respect;
- set clear boundaries with mentees;
- be a good listener;
- keep appointments and return calls and emails in a timely manner;
- be realistic and honest with students;
- be familiar with college resources; and
- reflect on and evaluate the effectiveness of your mentoring.

Finally,

- do not be critical of other students, faculty, or staff;
- do not ever make decisions for your mentee—help them make their own;
- do not ever attempt to handle situations for which you are not qualified.

Your first Fuse mentoring meeting:

- Get to know something about each of your mentees
- Introduce yourself and confirm all mentees' contact information
- Review everyone's responsibilities
- Discuss times and locations for future meetings/events
- Be clear about the purpose and goal of the program
- Establish ground rules and guidelines
- Work towards establishing trust and rapport

During all mentoring sessions/encounters, you should do the following:

- Be punctual and greet your mentees when they arrive
- Start meetings on time
- Be patient, friendly, enthusiastic and positive
- Be approachable
- Be positive
- Be encouraging
- Don't be afraid to use appropriate humour
- Reinforce attendance or involvement in college activities
- Be a positive role model
- When ending the session, wind down by
 - reflecting on the efforts and participation of mentees;
 - reminding mentees of the next session time and date; and
 - encouraging mentees to contact you, Kathy or Frank, or a Student Success Facilitator (SSF) if they need help outside of meeting times.

Tips for building a mentor-mentee relationship:

1. Tell your own academic story, sharing the highs and lows of your own school path.
2. Discuss the specific challenges that you may have faced.
3. Help your mentees write short- or long-term goals.
4. Invite your mentee to a presentation that you are giving.
5. If your mentees are working on a special project, offer your help.
6. Attend a community function together.

Dating and Sexual Harassment Policy

We would like to maintain a degree of professionalism in the Fuse program. Please treat your mentee as if you were in the workplace and respect each other enough not to take part in intimate relations. We request this to ensure that mentor relationship stays in tact. If a relationship beyond mentoring develops, please inform the Fuse executive. At that time the mentor-mentee relationship will end and the mentee will be reassigned to another mentor.

Please understand that if any sexual harassment complaints are made, Fuse faculty advisors can be held responsible. Immediate action will have to be taken to address the issue. If you feel you have been harassed or are aware of a Fuse participant who is acting inappropriately, please contact Frank Armstrong, Kathy Patterson, or the FUSE executives immediately.

How to conduct your mentoring relationship

In her book *The Mentor's Guide*, author Lois Zachary describes mentorship as having four phases:

1. *Preparing*—Mentors examine their own areas of expertise and limitations and the viability of a relationship. This requires talking to the perspective mentee to see if they are a fit and to set the tone of the relationship.
2. *Negotiating*—Development of an agreement on learning goals and ground rules. This is more than just a contract in writing, but also provides boundaries and development of shared assumptions. The pair works out details of where and how and when to meet, responsibilities, accountability, how to create closure at the end, and criteria for success.
3. *Enabling*—This is the implementation phase. The mentor's role is to nurture the mentee's development and maintain a safe environment with continual feedback. Both should be learning and monitoring the learning process so that mentee learning goals are being met.
4. *Coming to Closure*—This involves evaluating, acknowledging, and celebrating achievements of the learning objectives.

Our mentorship program will incorporate all four steps. Indeed, the first step is already underway. Our *Preparing* phase began when Kathy and Frank began speaking to peer mentors and potential professional mentors about participating in Fuse.

Professional Mentor and Third-Year Student Relationship

The relationship between the professional mentor and third-year Fuse participant will take place in three steps. They will incorporate a mixer at the start and end of the school year and monthly one-on-one meetings:

1. The professional mentor will meet his or her mentee at a social event or meeting sometime in September where the two will sign a **Mentoring Partnership Agreement** (see Appendix A) and discuss learning goals and ground rules.
2. The pair will meet monthly at a time negotiated by the mentee. If a meeting must be cancelled, another meeting must be scheduled at the same time as the cancellation is made. The pair can discuss whatever subjects they wish; however, the framework provided (see the three-step process in the section below on monthly meeting format) must be incorporated. This ensures that goal-setting discussion occurs and that a review of the meeting takes place at the end of every meeting, thereby helping to keep the mentee on track. The mentee will be expected to attend the meeting with questions prepared.
3. A closure event will take place in April 2014, probably a mixer at a local restaurant. It's hoped that all Fuse participants will attend, including first-years. Awards will be presented to the top mentoring relationships and announcements will be made.

Format for the first meeting between Professional Mentor and Student Mentee

This first face-to-face encounter will likely take place at a facilitated networking event. As stated above, it's purpose is for the new match to get to know one another and to negotiate an agreement related to ground rules and learning goals. This will require you to ask many questions and complete a mentoring agreement and then to take notes after your meeting. Keep it brief as you'll have just over

an hour. Here's how we'd like to see your encounter unfold in order to effectively prepare you for your monthly goal-striving meetings:

1. Get to know one another—Before your meeting, you will email each other a copy of one another's bio (5 to 10 sentences). If one is not available, each provide one in your first conversation. Try to identify some points of connection between you.
 - *Ask: Tell me about your history in a nutshell. Where are you from? Why did you enter this program? What passions have you discovered through it? What's your biggest challenge?*
2. Talk about mentoring—Talk about each of your own experiences as mentors or mentees. Surely, you've had someone who provided you with guidance in the past such as a teacher, relative, manager or colleague. Maybe you've been a mentor to someone else (e.g. coach, councillor).
 - *Ask: Tell me about a mentor you had or your own experience as a mentor. What did you learn from the experience?*
3. Determine goals—If the mentee isn't clear about his or her goals, help clarify them so that you will later be able to help your mentee work towards them.
 - *Ask: What do you hope to learn from this experience? What are the mentee's broad 5-year career goals?*
4. Determine mentee needs and expectations—Make sure you are clear on what the mentee needs. If you're not, encourage the mentee to reflect further.
 - *Ask: In what ways are you hoping I can help you through our relationship? What will you need from me? If you're not sure, I'd like you to think about this so we can talk more at our next meeting about this.*
5. Define the deliverables—Think about your areas of expertise or experience that could help this person achieve his or her learning goals.
 - *Ask: What would a successful mentoring relationship look like to you?*
6. Share openly your assumptions, needs, expectations, and limitations—Think about what you are willing to contribute to this relationship. If there's a possibility that you could work on a project together or offer a placement or introduce the mentee to colleagues, consider mentioning this. Feel free to say that these possibilities would hinge on the success of your relationship.
 - *Ask: How would you like to work on achieving your learning goals? Tell me how you learn and communicate most effectively. What's the most useful kind of assistance that I can provide?*
7. Distribution of mutual responsibilities—The mentee is responsible for pursuing and setting monthly meeting dates. Beyond this, you must decide who will be responsible for other tasks and issues.
 - *Ask: When and where do you want to hold our first 30- to 60-minute meeting?*
8. Accountability assurances—You will need to set ground rules, confidentiality safeguards, boundaries in your relationship.
 - *Ask: How will we make sure we follow through on what we say we will do? What will be our guidelines in this relationship? How will we protect confidentiality? What are the limits of this relationship that must never be breached?*
9. Stumbling block protocols—You'll need to discuss potential challenges to your relationship. Most pairs have busy social and work lives, so scheduling monthly meetings is almost always a big challenge.
 - *Ask: What stumbling blocks do you think we might encounter? What process can we put in place now to deal with them later?*

10. Complete the mentoring agreement. If you don't have time to do so at your first encounter, complete it at your first one-on-one meeting. Make a copy before your first one-on-one meeting and then both sign and keep a copy. Don't lose it. You may need to refer to it in the future if the ground rules of your relationship need to be revisited. This does happen—really!

Professional Mentor and Student Mentee Monthly Meeting Format

Remember that your next monthly meeting must always be on the calendar and that the mentee is responsible for scheduling. The mentor should never have to pursue the mentee for a meeting. If a mentee misses a meeting without warning the mentor or is late for more than one meeting, we ask that the mentor contact Kathy (kpatterson@sl.on.ca) or Frank (farmstrong@sl.on.ca). These are usually warning signs that must be addressed immediately.

Monthly meetings should revolve around helping the mentee to achieve his or her career goals. At your first meeting, complete a **Stretch Goal Action Plan** table. This is an exercise developed by Lois Zachary to clearly outline the mentee's goals, activities that will help achieve them, resources needed, time frame, and subsequent steps required to meet those goals. There's a copy of this **Stretch Goal Action Plan** in the Appendices (p.19). At each monthly meeting, the mentee and mentor should complete a **Goal Achieving Exercise** form (Appendix D, p.20), which the mentee will take away with him or her. Print more copies by downloading the manual from the Fuse website (www.fusementorship.com)

To evaluate the feasibility of mentee goals, please fill out the **Mentor's Worksheet for Evaluating Mentor Goals** (Appendix E—p.21).

Monthly meetings should follow this format:

1. After breaking the ice, start by reviewing last month's meetings. What goals did you discuss and set? How will you go about achieving them and what successes occurred since your last meeting? For suggestions on how to provide guidance, see the article **Tips for Mentors in Providing Feedback** (Appendix G—p.23).
2. At each meeting, the mentee will complete a monthly **Goal Achieving Exercise** (p.20), which details a weekly, monthly, semester, year, and five-year goal and steps for achieving those goals. This sheet will be discussed each week.
3. At the end of each meeting, the pair will review the meeting and the mentee's goals to achieve before the next meeting. Also schedule your next meeting before you part ways.

Peer Mentor and First-Year Student Relationship

The relationship between the peer mentor and first-year Fuse participant will take place in three steps, which will incorporate a mixer at the start and end of the school year monthly meetings between peer mentor and mentees and any other encounters on campus:

1. The peer mentor will meet his or her mentee at a social event sometime in September where the two will sign a mentorship agreement (see Appendix A—p.17) and discuss learning goals and ground rules. The format for this discussion is also provided in this manual (see Appendix). Refer to the Mentor training section for more insight into effective mentoring.
2. Mentors and mentees will meet monthly at an agreed-upon time by electronically, by phone or in person. As Fuse is not a mandatory program, first-years are not required to attend; however, peer mentors should make it clear that membership has its benefits and failure to attend meetings will rule out students' prospects of becoming peer mentors—and then acquiring professional mentors—in third year. The groups at these monthly meetings can discuss

whatever subjects they wish; however, the framework provided (see below) can be incorporated.

3. A closure event will take place in April 2014, probably a mixer at a local restaurant. It's hoped that all Fuse participants will attend, including first-years. Awards will be presented to the top mentors and announcements will be made.

How to Manage Your Meetings (and how to establish communications lines)

The whole point of mentoring a first-year student is to help make their transition to campus life more comfortable. As a second-year student who was recently in their shoes, you can provide them with invaluable academic, social, and job-related information. You can also be their friend, help them expand their social network, and help them to avoid some of the mistakes you and others made.

To be a great mentor, think back to some of the effective things your mentor did to help you feel welcome. Conversely, if your mentor wasn't very good, think about the actions he or she could have taken to make you feel more comfortable and welcome during your first year in the AMC program.

Remember that first-years do not have to become Fuse participants and some students may have no interest in having you as a peer mentor no matter how cool and kind you are. Do your best to let them know about the benefits of Fuse and ensure they know what they need to do to achieve professional mentors. As long as you make your mentees feel welcome and clearly communicate your meeting times with them, the rest is up to the mentees. If you find yourself without any mentees, the executive can find other ways for you to help within Fuse.

Below we will provide some structure for preparing for your meetings with first-year mentees and their framework to help you provide the best value through your relationships:

1. Make sure you have obtained a best way to reach your mentees. Usually, a cell phone number is best so you can text each other. However, mini Facebook groups are also effective and can help first-years who are nervous about giving out their phone numbers to strangers.
2. Find out your mentees' free times and book your monthly meetings for this time. Choose a place where everyone can meet. Remind mentees, if they want to continue with Fuse, they can miss only two of our monthly in-class meetings.
3. Meetings can follow this format:
 - a. Greetings and small talk
 - b. Discuss how the students' classes are going and ask about challenges. Provide advice/help if you can.
 - c. Ask if there are any teachers they are having issues with. Offer pointers.
 - d. Ask if/how they are maintaining balance between school, part-time jobs, and social life?
 - e. Ask how their groups are going? Provide insight if you can.
 - f. Set your next meeting time and place (always have a meeting in your calendars).
 - g. Review subject areas (whether academic, job-related, or social) that mentees will work on between now and next meeting.

Fuse 2013-14 Schedule

Date/time/location	Facilitators	Activity
Tuesday, Sept. 3 9:45 a.m. in the MacLab	Andrea and Emm	Intro to Fuse
Friday, Sept. 13 3:30 to 5:30 p.m. Room 22170	Andrea and Emm	Peer mentor training session and Fuse manual distribution
Wednesday, Sept. 25 11:30 a.m. to 1:30 p.m. Room 33300	Andrea and Emm	First Fuse meeting of 2013/14 (two full hours) Icebreakers, refreshments Meet your peer mentor/mentee
Monday, Sept. 30 7 to 9 p.m. Kingston Brewing Co., 34 Clarence St.	Andrea and Emm	Mixer to introduce professional mentors to third-year mentees Sit-down discussions, set goals, rules of engagement, contract signing Second-year peer mentors welcome for first 45 minutes (Sorry: no first-years to this one)
Wednesday, Oct. 30 11:30 a.m. to 12:30 p.m., Room 01040	Tim Frost and Jessica Findlay?	Workshop: How to Survive First Year
Wednesday, Nov. 27 11:30 a.m. to 12:30p.m. Room 01040	Brianna Visser and Emily McCracken	Workshop: Evaluate Fuse 2013 (brainstorm session) and/or Mentors choice Collect participant feedback and mentor evaluations
TBD	Tim Frost, Travis Stinson, Mike Dawson, Nick Moulder	Christmas Party and Presentation (What NOT to do and wear) Collect mid-year feedback from participants
January (details TBD)	TBD	Second-years on placement (no meeting)
Wednesday, Feb 19 11:30 a.m. to 12:30p.m. Room 01040	Chelsea Davidson, Caitlin DeRoche, Emily McCracken	Workshop: How to Deal with Working in a Team
Wednesday, Mar 26 11:30 a.m. to 12:30p.m. Room 01040	Emm and Andrea	Placement Panel: third-years reveal the secrets to making the most of your second-year placement Fuse applications for next year
April (Details TBD)	Emm and Andrea	Adjournment mixer (off-campus location)

Fuse FAQs

Q: What's involved in being a professional mentor?

Professional mentors are expected to meet with their mentees at least once a month. Anything beyond this is up to the pair. Professional mentors will help mentees to strive toward short- and long-term goals and may also act as a window in the professional world beyond graduation. Mentees should not expect help beyond advice, guidance and encouragement. No job offers are expected and it is up to the mentor as to whether he or she feels comfortable introducing you to his or her professional network.

Peer mentors are expected to meet with their first-year mentees at least once per month and to attend all Fuse meetings (about eight in total). Remember it is a privilege, not a right, to receive a professional mentor in third year. If this commitment is too much for you, that is fine, but Fuse is not for you. A total of two meetings can be missed before you may lose consideration status for a professional mentor in third year.

Q: What is the length of the commitment?

The commitment lasts between September and April and formal mentoring partnerships will terminate in April. However, mentor and mentee are welcome to continue an informal relationship after the program wraps up in April. It is hoped that professional mentors will mentor another student the following year.

Q: What are the potential rewards of being a peer or professional mentor?

As you may have read on the testimonial page, through Fuse you may end up receiving a career jumpstart that is unrivalled anywhere. First- and second-year students will learn valuable lessons about the key to success in the program from guest speakers and others. First-years will benefit from having a second-year peer mentor to provide crucial guidance to surviving college while second-years will build their connections within the program and earn a mentor in third year. Third-year students, of course, will build their professional networks, get help setting and achieving career goals, and gain insider industry knowledge that you could not gain elsewhere. You may even get offered a placement, summer, part-time, or full-time job in your chosen profession.

Q: As a student, is it possible that I might get a job out of the relationship with my professional mentor?

Yes, but that's not the purpose of the program. Do not expect your professional mentor to make any kind of job offer. Instead, expect guidance and support and insight into the advertising and marketing sector. If things go really well, your mentor might introduce you to some key industry player or might provide you with a reference, but again, that decision will be made by your mentor and should not be requested unless offered freely by your mentor.

Q: Are my discussions confidential?

Engage professionally and respectfully with mentees/mentors at all times. This means being a positive role model and motivating and advising and acting as a resource to first-year (if you are a peer mentor) or third-year students (if you are a professional mentor). It also means maintaining confidentiality of mentees unless a threat of violence (self-inflicted or otherwise) is involved.

Q: Who's responsible for booking and attending meetings?

In the case of relationships between professional mentors and third-year students, the third-year student is responsible for booking and attending all meetings on time. If a meeting must be cancelled by either party, make sure to book another meeting time while cancelling the one that will be missed. It is the mentee's responsibility to attend each meeting with questions.

Q: What if one of us (mentor or mentee) is not living up to the terms of our signed agreement?

Be careful not to go on the offensive. Instead, if it's appropriate, ask if your partner is OK and if there's anything you can do to help him or her meet the agreed upon terms. If you are uncomfortable doing this, please bring the matter to the executive or Kathy (kpatterson@sl.on.ca) or Frank (farmstrong@sl.on.ca). Please also alert the executive or Frank or Kathy if your partner is not attending your monthly meetings.

Q: I'm nervous I won't know what to talk about with my mentor/mentee?

Welcome to the club. About 25% of us are introverts, including Frank. Making conversation can be challenging, but a few questions will help. Ask how they are doing. Ask about their favourite or least favourite classes. Ask what they do for fun. Ask if there's anything you can do to help. More suggestions are provided on page 6 in this manual.

Q: What happens if my mentor/mentee doesn't appear to be interested in continuing our relationship?

Broach the matter with the other person and ask them if this is the case. Try not to be confrontational and instead express your concern: "I get the feeling you are not interested in continuing this relationship..." Remember there's a good chance the reason has everything to do with the other person and not you. Suggest that your partner talk to Kathy or Frank or the executive. You can do the same. It may be possible to provide an alternate mentor.

Q: As a peer mentor, what exactly do I have to do to earn a professional mentor in third year?

Second-year peer mentors must attend all group meetings and all monthly meetings scheduled with their first-year mentees. Please alert the exec or Kathy or Frank if mentees are not attending your meetings as these mentees will not become peer mentors in second year. No more than two in-class meetings can be missed by second-year mentors, and notice must be provided to Kathy, Frank or the exec.

Q: I'm not planning on attending in third year. If this is the case, what will Fuse do for me?

If you are still an active and engaged participant in Fuse in second year, Kathy and Frank will be happy to help you in other ways. Please see us for more info on this. There's also much to be learned in second year in Fuse.

Q: My mentee is asserting a sense of entitlement that is not appropriate and I'm feeling exploited. What should I do?

Contact Frank or Kathy and we will deal with this. Fuse membership is a privilege that is earned through consistent commitment. There is no entitlement to the program as Frank and Kathy are connecting you with their professional network and doing so is an act of faith in you. Please show the same respect and consideration.

Q: My mentee is showing little follow-through or commitment to the goals we set. What do I do?

Ask the mentee if they are OK and ask them why they are not following through. At meetings, focus on the goals of the relationship and preplanned agenda. At the end of the meeting, review how much progress the mentee has made compared to his or her initial goals and agenda. If the mentee continues to show lackluster follow-through, please contact Kathy or Frank to work towards a solution.

Q: My mentee is forever asking for favours and I'm starting to feel resentful. What do I do?

You can remind the mentee that he or she is asking for favours outside of the contract you agreed upon and that you are not comfortable going outside of these boundaries. You can also contact Kathy or Frank or the executive and we will deal with the matter.

Q: My mentee/mentor has crossed a professional boundary and I'm worried about confronting him or her or I have done so and had poor results. What should I do?

Contact Kathy (kpatterson@sl.on.ca) or Frank immediately by email (farmstrong@sl.on.ca) or phone (613-484-6725).

Appendices

Appendix A—Mentoring Partnership Agreement (from The Mentor's Guide)

Mentor's Worksheet for Evaluating Mentee Goals

Instructions: Answer the following questions to gauge the clarity of your mentee's goals.

Specific

- What is it the mentee is trying to accomplish in this relationship?
- Are the mentee's goals specific, concrete, and clear?

Measurable

- Are the goals capable of being measured?
- In what ways can success be measured?

Action Oriented

- Are the goals future oriented?
- What results should you be able to see when the mentee's goals are accomplished?
- What concrete things will the mentee be able to do as a result of accomplishing the goals identified?

Realistic

- Are goals achievable within the availability of your time?
- Are there other resources that need to be available in order to achieve the goals?

Timely

- Is the time allocated for accomplishing the learning goals reasonable?
- Has a completion date been set for attaining the goals?

Sample Mentoring Partnership Agreement

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

- To develop a leadership career pathway to prepare the mentee to assume a significant high-profile leadership position within the community
- To assist mentee in depth analysis of leadership strengths and weaknesses
- To create a leadership development plan for mentee
- To introduce mentee to best-practice leadership experiences

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly.

Our specific schedule of contact and meetings, including additional meetings, is as follows:

We will meet twice a month and be in contact by telephone or e-mail at least once a week.

2. Look for multiple opportunities and experiences to enhance the mentee's learning.

We have identified, and will commit to, the following specific opportunities and venues for learning:

Mentee will attend board meetings as mentor's guest. We will meet prior to each meeting and debrief following each meeting.

Mentee will attend a nonprofit institute with mentor.

Mentee and mentor will attend community leadership forum meetings.

3. Maintain confidentiality of our relationship.

Confidentiality for us means that what we discuss remains between us. Mentor and mentee will agree ahead of time if specific information is to be shared with anyone else.

4. Honor the ground rules we have developed for the relationship.

Our ground rules will be: We will meet after business hours. Mentee will assume responsibility for confirming meetings. Mentee will pay for own expenses. Mentee will maintain an ongoing journal of mentoring experience. At the conclusion of each meeting, we will target topics for discussion at the next session.

5. Provide regular feedback to each other and evaluate progress. We will accomplish this by:

Reviewing learning goals once a month, discussing progress, and checking in with each other regularly for the first month to make sure our individual needs are being met in the relationship, and periodically thereafter.

We agree to meet regularly until we have accomplished our predefined goals or for a maximum of eighteen months. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship then will be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated the mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event we agree to use closure as a learning opportunity.

Mentor's Signature and Date

Mentee's Signature and Date

Appendix C—Stretch Goal Action Plan (from The Mentor’s Guide)

Instructions: Complete an action plan for each stretch goal (medium- to long-term goal) you have identified. Clearly state your goal and identify how you will be able to measure that you have been successful. Then complete the table below.

Stretch Goal:

Measure of Success:

Objectives	Activities	Resources Needed	Time Frame	Next Step

Appendix D—Goal Achieving Exercise Form

Week Number: ____ This Week's Goal:	Necessary Activities:
Last Week's Goal (if applicable):	Measure of Success (if not successful, how recover?):
This Month's Goal:	Achievements So Far: Necessary Activities: Measure of Success (if not successful, how recover?):
This Semester's Goal:	Achievements So Far: Necessary Activities/Milestones: Measure of Success (if not successful, how recover?):
This School Year's Goal:	Achievements So Far: Necessary Activities/Milestones: Measure of Success (if not successful, how recover?):
Five-year goal(s)	Achievements So Far: Necessary Activities/Milestones: Measure of Success:

Mentor’s Worksheet for Evaluating Mentee Goals

Instructions: Answer the following questions to gauge the clarity of your mentee’s goals.

Specific

- What is it the mentee is trying to accomplish in this relationship?
- Are the mentee’s goals specific, concrete, and clear?

Measurable

- Are the goals capable of being measured?
- In what ways can success be measured?

Action Oriented

- Are the goals future oriented?
- What results should you be able to see when the mentee’s goals are accomplished?
- What concrete things will the mentee be able to do as a result of accomplishing the goals identified?

Realistic

- Are goals achievable within the availability of your time?
- Are there other resources that need to be available in order to achieve the goals?

Timely

- Is the time allocated for accomplishing the learning goals reasonable?
- Has a completion date been set for attaining the goals?

Completed Mentor's Worksheet for Evaluating Mentee Goals

Stated Goal: To seek assistance in finding a job situation in the next 12 to 18 months that will pay more, have opportunities for growth, and be closer to my family.

Specific: What is it the mentee is trying to accomplish in this relationship? Are the mentee's goals specific, concrete, and clear?

Mentee states that she wants to find a situation where she can better balance work and family life. Her mother is becoming increasingly infirm, and she states she needs to earn more, take on more responsibility at work, and be closer to her mom.

Things I would like to know: What does "pay more" mean? What kind of opportunities for growth is she looking for? Is she talking about career advancement? Knowledge enhancement?

Measurable: Are the goals capable being of measured? In what ways can success be measured?

Certainly will know more about this once I have a clearer idea of the answers to question above.

Success can be measured easily once she puts the dollar sign on. Distance is readily measured. In terms of career advancement, I need to know what her goals are and what her definition is for those terms.

Action Oriented: Are the goals future oriented? What results should you be able to see when the mentee's goals are accomplished? What concrete things will the mentee be able to do as a result of accomplishing the goals identified?

No problem here. I should be able to see a woman who is feeling more balanced, satisfied, and enthusiastic about her work and less guilty about the geographic distance. Eventually she will be ready to move. When she does, hopefully she will learn a way of thinking about career development from an ongoing growth perspective.

Realistic: Are goals achievable within the availability of your time? Are there other resources necessary in order to achieve the goals?

I see my job as guiding her through the process. Initially our time will be spent in getting more clarity on this opportunity thing. She is going to have to find time to do a lot of the investigative work herself. I can set her on the right course, but she will have lots of decisions ahead of her. She is going to work on defining the career advancement piece.

She may need to go to a career placement agency, recruitment agency, or similar companies to get access to some of the resources she will need. She will need to get on-line and stay on-line, and do plenty of networking.

Timely: Is the time allocated for accomplishing learning goals reasonable? Has a completion date been set for attainment of the goals?

Yes, assuming she is willing to dedicate time and energy to the task. She has laid out a framework in broad brush strokes. I will want to urge her to be more specific when we see how things develop.

Appendix G—Tips for Mentors in Providing Feedback (from The Mentor's Guide)

Tips for Mentors in Providing Feedback

What to Do	How to Do It	Example
Align your feedback with the mentee's agenda.	Provide real-time feedback. Make it usable and realistic. Offer concrete practical steps and options.	"I have a few ideas that might help ..." "What works for me is ..."
Provide feedback about behavior that the mentee can do something about.	Stay with the mentee's behavior rather than succumb to the temptation to evaluate it.	"Tell me about the impact of the behavior ..." "How might someone else see that behavior?"
When you talk from your perspective, remember that your reality is not the mentee's reality.	When you talk about your own experience, set a context and be descriptive so that the mentee can see the parallels.	"In my experience, which was ..., I found that ... I know that is not your situation, but maybe there is something to learn here."
Check out your understanding of what is being said.	Listen actively. Clarify and summarize.	"If I understand what you are saying ..." "Help me understand what you mean by ..."
Use a tone of respect.	Take care not to undermine the mentee's self-esteem.	"I liked the way you ..." "I am curious ..." "I wonder ..." "Have you ever considered ...?"
Be aware of your communication style and how that works with that of your mentee.	Share information about communication styles with your mentee, and discuss the implications for the feedback cycle.	"I find that I get defensive when ..." "I react positively to ..."
Avoid giving feedback when you lack adequate information.	Ask for time to get the information you need. Faking it doesn't work.	"To be honest with you, I need to think about that a little more."
Encourage the mentee to experience feedback as movement forward rather than interruption from the journey.	Continuously link progress and learning to the big picture and the journey.	"When we started out ... And then ... And now ..."

Engaging the Mentee

Mentors who involve mentees in the very first conversation set a positive tone and expectation for active engagement for the entire relationship. The approaches that follow are helpful ways to engage the mentee in initial conversations and throughout the rest of the mentoring relationship.

Satisfying Information Needs

A mentee may have information needs about the subtleties of a particular situation, organization, or office. He or she may want to know the ins and outs of how to scale the corporate walls, publish an article, establish academic credibility, or land that much-sought-after promotion.

Helpful Approaches

- Start with your mentee's questions.
- Identify the mentee's goals.
- Determine what the mentee wants to know.
- Present alternative approaches for reaching the goals.

Not Helpful

- Telling everything there is to know about a subject
- Pontificating
- Talking about "how it was in my day"

Providing Vision

Sometimes all it takes is another perspective to help a mentee reframe learning goals and objectives and create a vision of one's own. Sharing perspectives can broaden the mentee's vision and understanding.

Helpful Approaches

- Ask the obvious and the not so obvious.
- Provide potential alternatives—for example, "Have you thought about . . . ?"
- Provide information about similar other situations—for example, "In my experience . . ."
- Push the mentee's thinking and acting forward by helping in the problem-solving process, not by providing solutions.
- Encourage the exploration of options before pushing to action.

Not Helpful

- Answers
- Demanding that the mentee do things your way

Lending an Ear

Hearing is easy. Really listening to what is being said is not. Yet both are necessary in a meaningful mentoring relationship. Sometimes we fixate on one particular aspect of what we listen to. It could be the words or what someone has said (thinking), the meaning assigned to it (their emotion), or how the person is behaving (tone of voice, facial expressions) as they interact. These affect not only what we listen for but also what it is we actually hear and learn. Hearing means listening for understanding and taking the time to check out what it is you think you heard.

Helpful Approaches

- Suspend judgment.
- Acknowledge emotion.
- Be empathetic.
- Provide feedback appropriately.
- Acknowledge what you hear as well as what is missing from the conversation.

Not Helpful

- Playing therapist
- Concentrating primarily on the mentee's emotions
- Solving the problem for the mentee

Setting Realistic Expectations

When difficulties arise, mentees find someone whose experience and expertise they trust and respect to learn from. But sometimes they lean too hard and expect too much support. An open discussion of realistic expectations and roles can release tension and pressure in the relationship.

Helpful Approaches

- Discourage moaning, groaning, and bemoaning.
- Balance compassion with challenge.
- Ask questions.

Not Helpful

- Becoming a permanent leaning post
- Thinking you are the only one who can help
- Interfering

Establishing the Big Picture

There are layers of complexity to solving business problems. Helping a mentee reach out from the immediate situation to embrace a larger context establishes a broader understanding of a problem, issue, or challenge. Establishing the big picture is often the first step to real understanding.

Helpful Approaches

- Encourage the exploration of options before pushing to action.
- Remember that the complex is often simple.

Not Helpful

- Making seemingly impossible tasks too achievable
- Making it happen

Furnishing a Helping Hand

Sometimes a helping hand provided at just the right time becomes the catalyst to promote a fuller discussion.

Helpful Approaches

- Provide encouragement in multiple and timely ways.
- Know when to ask the right question and how to convey the message, "You can do it."
- Tell your mentee what you are doing and why.
- Talk through possible strategies.
- Co-create opportunities.

Not Helpful

- Scripting for the mentee
- Talking for the mentee or about the mentee in the mentee's presence

Engaging the mentee starts before the relationship is formalized and continues for the duration of the relationship. Each of the strategies set out here for engaging the mentee is useful throughout the mentoring relationship. They are also useful in preliminary discussions with prospective mentees.

Making the Connection

A mentoring relationship without connection is superficial at best. The old notion of mentoring was not concerned with connection as much as it was

Appendix I—Signals that it Might be Time for Closure (from The Mentor's Guide)

Signals That It Might Be Time for Closure

Signals	Possible Indications
<i>When ...</i>	<i>It may be that ...</i>
I am bored, uninterested, and thinking about other things when I meet with my mentee.	I am just going through the motions, and this relationship is not meaningful or important to me.
My mentee shows up on the scheduled date, and we meet whether or not there is an agenda.	We are meeting just to meet, and there is no real purpose to our meeting.
I begrudge the time I must spend to maintain this relationship. There are other more important and pressing matters I must attend to.	Mentoring is not a high priority for me right now. I am no longer engaged in the relationship.
It feels as if my mentee is hanging on and will not let go.	My mentee has accomplished her learning goals and is ready to move on, but she does not see it that way.
I have run out of things to talk about with my mentee.	We are wasting each other's time.
There has been a consistent breach of confidence.	I do not trust my mentee and need to be selective about what I choose to share.
My mentee listens to my advice or counsel but then does not follow through.	I am spinning my wheels and wasting my time.
We have been meeting for many months and do not seem to be making progress.	Someone else could better fill my mentee's needs.
After most meetings, I feel wrung out, as if my mentee has drained all my energy.	This is not a healthy relationship.
This appears to be a one-way relationship.	I get little, if any, satisfaction from contributing to this mentee's growth.
Being with my mentee is unpleasant and painful.	I do not like or respect my mentee.
My mentee is high maintenance.	My mentee requires a lot more support than I can or want to provide. It may be that I no longer want to continue this relationship.

Appendix J—Responses to Crossed Boundaries (from The Mentor's Guide)

Responses to Crossed Boundaries

Boundary Crossed	What to Do
Mentee demands more time than the mentor is willing to give.	Mentees should not "demand" anything. This is a partnership. If more time is needed, the mentoring partnership agreement should be revisited.
Mentee misses scheduled meetings and does not call to explain.	Mentoring is a partnership built on respect for the individual. This includes respect for the mentor's time. You may need to renegotiate the mentoring agreement.
Mentee starts confiding serious personal problems.	Avoid playing therapist. The mentor-mentee relationship focuses on fulfilling learning needs, not psychological needs.
Mentee calls too frequently for advice.	Mentor and mentee need to talk about why this is happening and review the mentoring partnership agreement.

the terms of the closure to the extent that you can. If you are participating in a mentoring program, likely these will be defined in part for you.

Not all stumbling blocks are predictable, however. Thus, the second step is to discuss procedures or protocols to deal with stumbling blocks when they occur. Mapping out protocols is an important step in keeping the lines of communication open. For example, one of the major stumbling blocks is erosion of boundaries. Mentoring partners might agree to the following procedures when boundaries are crossed:

- Let your mentoring partner know that a boundary has been crossed.
- Refer to the ground rules outlined in your mentoring agreement.
- Describe the behaviors that clearly demonstrate how the boundary was crossed.
- Request that the behaviors stop.
- If your mentoring partner acknowledges that boundaries have been crossed, let that person know you appreciate the understanding.