



CPA Martin Mentorship Program for Indigenous High School Students

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ABOUT CPA CANADA

Chartered Professional Accountants of Canada (CPA Canada) is one of the largest national accounting organizations in the world, representing more than 210,000 members. Domestically, CPA Canada works cooperatively with the provincial and territorial CPA bodies who are charged with regulating the profession. Globally, it works together with the International Federation of Accountants and the Global Accounting Alliance to build a stronger accounting profession worldwide. CPA Canada, created through the unification of three legacy accounting designations, is a respected voice in the business, government, education and non-profit sectors and champions sustainable economic growth and social development. The unified organization is celebrating five years of serving the profession, advocating for the public interest and supporting the setting of accounting, auditing and assurance standards. CPA Canada develops leading-edge thought leadership, research, guidance and educational programs to ensure its members are equipped to drive success and shape the future. cpacanada.ca

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CPA Martin Mentorship Program for Indigenous High School Students

CPA Canada and the [Martin Family Initiative](#) co-sponsor the CPA Martin Mentorship Program for Indigenous High School Students.

The goals of our program are to support Indigenous students through their high school years, help them understand the benefits of pursuing post-secondary education, expose them to the world of business, and support them in considering potential job opportunities, including but not limited to careers in business, finance and the accounting profession. Students also gain an appreciation for the value they can offer to Indigenous communities by pursuing a career in business and finance.

The program is currently available in 25 schools in seven provinces across Canada: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Nova Scotia and Quebec, and is growing.

Questions? Please [email us](#).

About the CPA Martin Mentorship Program

Mission

The mission of our program is to help Indigenous students with high potential for academic success to:

- graduate from high school
- pursue post-secondary education
- learn about career options, including careers in business and accounting
- benefit from making supportive connections with CPAs and CPA firm staff in their communities.

Background

CPA Canada and the [Martin Family Initiative](#) jointly sponsor the CPA Martin Mentorship Program.

The Martin Family Initiative is an organization focused on improving education outcomes for Indigenous youth in Canada by working in partnership with Indigenous people, their governments and the private sector.

CPA Canada has established and is expanding mentoring partnerships with accounting firms and the federal government. Members in business and education will soon have the opportunity to participate.

How it works

Our program currently involves over 125 students at more than 25 high schools in seven provinces across Canada: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Nova Scotia and Quebec; and is expanding.

Each participating school provides a teacher lead. Teachers identify high-potential youth and parents grant permission for students to participate. Students are identified in Grade 9 and may participate in Grades 10, 11, 12.

Mentors are CPAs and CPA firm staff identified by their employers and invited to participate based on their strong personal and professional credentials.

Mentors work with students and representatives from a participating high school to design a program of group mentoring activities tailored to meet student needs and interests. Some programs include one-on-one contact between the mentor and the student, often about once a month during the school year, in accordance with school policies.

The role of the school's teacher lead is critical. S/he supervises the program on behalf of the school, liaises with parents, provides guidance and support to mentors and, most importantly, supports and encourages student attendance and engagement.

Mentors, teachers and students meet regularly through the school year to participate in the program of activities, which may include:

- providing advice or assistance on time management strategies, preparing a resume and understanding the nature of different careers
- experiencing workplace environments through office tours and participating in employer-sponsored community activities
- engaging in cultural sharing opportunities like blanket ceremonies and drum making
- taking part in job shadowing
- enjoying fun activities like rock climbing and bowling

Benefits

Our program benefits Indigenous high school students, schools and CPA members alike.

Students:

- develop an understanding about the benefits of graduating from high school and completing post-secondary education to achieve their goals
- consider different career paths to capitalize on their potential, including the many career options open to them in business and finance
- develop insights into how business and accounting skills can be valuable to their communities
- gain exposure to the world of business
- learn about mentors' education and training experiences

Schools:

- experience greater student retention, performance and graduation rates
- enhance their connection with local CPAs and CPA firm staff.

Mentors:

- appreciate making a meaningful difference through helping others
- learn about Indigenous cultures and the issues they face
- meet personal and professional development goals through volunteering

How to get involved

Schools

Visit [CPA Martin Mentorship information for schools](#).

Parents

Visit [CPA Martin Mentorship information for parents](#).

For more information, [email us](#).

CPA Martin Mentorship Program Information for Mentors

CPA Martin mentor orientation

The mentoring relationship:

In Indigenous culture, the traditional way of learning is from elders. If a good relationship can be established, the mentorship relationship can flourish and reap great benefits for both students and mentors.

The CPA Martin Mentorship program offers mentoring opportunities within a framework of scheduled group activities. Students work with the mentorship and school teams in developing their program. Some programs also include one-on-one contact between the mentor and the student, often about once a month during the school year, in accordance with school policies.

CPA Martin mentors fulfill several roles:

- **Role model** – Students will learn from your education and training experiences.
- **Career guide** – As you have an established, successful accounting and/or business career, students will benefit from your professional and personal advice
- **Information source** – You will provide information about the business world to students who may not be familiar with it.

The nature of your mentoring relationship with students will be guided by the requirements of the school. These requirements will be provided to you by the school teacher lead. To ensure the well-being of students and the reputation of the program, the policies of the school must be strictly followed

Students have been nominated by their teachers because they have shown academic potential and interest in pursuing post-secondary education.

School responsibilities:

- appoint your school champion and teacher lead for the program
- support and supervise the mentorship program, liaising with mentors, students and parents
- arrange for mentor police checks
- participate in orientation sessions and program development
- inform mentors of relevant school policies and provide ongoing guidance
- encourage and support student attendance and engagement
- monitor program progress and help resolve any issues
- participate in program evaluation

Student responsibilities:

- sign the commitment agreement
- participate in discussions about the activities you will do together
- suggest activities that would be interesting, enjoyable and beneficial
- participate in group activities
- participate in program evaluation

Mentor responsibilities:

- participate with the students, mentorship team and school's teacher lead to develop a program of group mentoring activities for the year
- engage in a positive relationship with the students, demonstrating the care and concern of a good adult friend
- attend all training and follow-up meetings
- obtain appropriate police background check as arranged by your school's teacher lead
- participate in group activities
- help the school organize activities
- notify the school in advance if you are unable to meet with the students as scheduled

- follow the policies of the school with respect to meeting protocols, contact with students outside of scheduled program activities and use of social media
- consult the school's teacher lead or your mentorship team lead if you have any questions or concern

Code of Conduct

Mentoring comes with the responsibility to always act in the best interest of the students. Mentors are required to:

Follow the school's policies for non-student volunteers

On an ongoing basis, your teacher lead will advise you about the specific guidelines at their school. These policies will help guide:

- the choice of locations where activities are permitted
- notification requirements to the school supervisor and parents
- guidance for conducting one-on-one meetings
- physical contact between you and students
- social media contact
- transportation

Establish trust

- Care, trust and integrity should define your behaviour as a mentor at all times.
- Model appropriate behaviour for students to emulate as part of your mentorship.
- Ensure neither your behaviour nor the activities you undertake promotes or facilitates an inappropriate personal relationship.
- Maintain realistic expectations based on the level of personal development of the students; quick changes in attitude, self-esteem or attendance should not be expected.
- Respect the primary role of the parent in guiding students in career decisions and dealing with daily challenges.
- Speak with your mentorship team lead, or the school's teacher lead, if you need guidance.

If your school's program includes one-on-one meetings with students under guidelines set by the school, take care that:

- Meetings do not take place in private or isolated locations. This does not preclude one-on-one meetings in appropriate settings. Check first with your teacher lead for the specific school policy.

- Parents and the school's teacher lead are notified of any meetings held off school property.
- All contacts are reported to the school through the reporting process.
- Students are never invited to your home or given personal gifts.

Digital media

Check with your school's teacher lead for the specific school policy on social media and digital communication with students. If the school permits digital communication with students, use it cautiously and professionally:

- Maintain an appropriate boundary between your volunteer position and your personal life.
- Do not leave yourself open to misinterpretation or misunderstanding.
- Remember that digital media lives forever and reflects your personal and professional character and the quality of the mentorship program.

Building a strong mentoring relationship

- Engage in a positive relationship with students.
- Be there and show that you care.
- Have a good sense of humour.
- Have a strong capacity for empathy.
- Be flexible and able to adapt to student needs.
- Listen well.
- Communicate on a level that students can understand.
- Provide leadership and guidance.
- Be a positive role model.
- Plan activities in advance and meet regularly with students.
- Do not be judgmental.
- Put the best interests of students first.
- Respect student dignity and privacy.
- Reinforce student success.

To learn more about how to be an effective mentor, see [CPA Martin mentoring activities and resources](#).

Activities

The program engages students by involving them in a number of activities. For ideas, see [CPA Martin mentoring activities and resources](#).

Training

- *CPA Martin Mentorship Program Handbook* – get full information on everything you need to know to be a mentor.
- **Training video** – find useful tips on how to engage your student
- Other resources

Support

You can depend on the following sources of support as you take on this exciting volunteer position:

- **Mentorship team lead** – a senior professional appointed by your firm or employer will facilitate the program with the school
- **Teacher lead** – will help you obtain necessary police checks, understand relevant school policies and support you in program development and relationship building with students
- **Regional co-ordinator** – will liaise with your mentorship team lead, teacher lead, school and schoolboard leaders and CPA Canada on your behalf
- **CPA Canada** – will provide you with the resources needed to conduct your mentorship

Reporting and Evaluation

Mentorship team leads update their regional coordinator and CPA Canada on program progress throughout the school year.

On program completion, your mentorship team and school representatives will complete an **evaluation scorecard**. Students also complete a yearend **evaluation**.

Questions? Contact your teacher lead or [email us](#).

CPA Martin mentoring activities and resources

Planning your activities

Your mentorship team may use our activities (see next section) or work with your teacher lead and students to design your own program. Here are some things to keep in mind when planning activities.

Community

- promote youth leadership development experiences in the community
- engage in community volunteerism together
- offer opportunities for exposure to unfamiliar cultural and artistic events

Life Skills

- offer opportunities to improve social skills such as communication
- provide training in areas such as how to manage money
- help improve problem-solving skills and critical thinking

Academic

- improve self-assessment of academic skills and areas of need for further education
- help students learn about university, college, apprenticeship options and scholarship opportunities
- identify work readiness skills

Career

- help students learn about career opportunities within and beyond business and accounting. For example, students might want to visit a physiotherapy clinic, a computer lab or an auto-body shop
- encourage students to continue educational, personal and professional development
- increase student awareness of career resources, networking opportunities and professional associations
- teach students how to access reliable information sources

Workplace

- develop student understanding of your workplace and profession by discussing workplace rules, policies and procedures, work-ethic issues, organizational culture, unwritten rules and social aspects

- explain your employer's goals and discuss how each person contributes to the achievement of these goals, including by explaining your job responsibilities
- help students to see connections between classroom learning and the workplace
- encourage students to ask questions and follow their interests
- model behaviours that lead to workplace success, including respectful communication and cooperation with colleagues

Activities

Mentoring activities are determined by the CPA mentorship team, the school team and students, working together. The following tools and ideas can help your team get started.

- **Speed Intros** is an ice-breaker tool in which individual mentors and students spend 10 –15 minutes getting to know each other before time is called and they move on to engage with the next person. (For programs with six or more students.)
- **Who am I?** is a worksheet mentors and students can fill out separately and then discuss to learn more about each other and themselves.
- **Getting to know the student** is a worksheet containing 13 questions for students to fill out on their own so you can learn more about their likes, dislikes, strengths, challenges and career interests.
- **Questions for students to ask mentors about working** contains a list of questions students can use to ask mentors about their work life and choice of career or profession. It may also help students gain confidence in asking other adults about their career choices.
- **Student goals** helps students set goals and objectives for the things they want to do or discover over the next several years in the areas of creativity, education, relationships, fitness, health and work. This worksheet sets the stage for keeping a record of accomplishments that you can work on together with students over time.
- **50 Plus Possible Activities** provides a comprehensive list of activities to do together.
- **Project-based learning** explains the benefits of defining a project to address a specific challenge, problem or dilemma and provides examples of successful projects that can provide an experience as robust as an internship.

Additional resources

- **CPA Martin Mentorship Program Handbook** – get full information on everything you need to know to be a mentor.
- **Canadian Indigenous Culture Training – Truth and Reconciliation Edition**
- **20 Ways to Say, “You’re Great!”** – positive reinforcement is a powerful motivator for encouraging others to feel good about their accomplishments and inspire them to continue making progress.
- **CPA Martin Mentorship Program for Indigenous High School Students – Scorecard** – to be completed with your mentorship team and the school.

External resources

Videos

Canada West Foundation – [Encouraging Success: Ensuring Aboriginal Youth Stay in School](#)

Dusseldorp Skills Foundation – [Young people and mentoring: Time for a national strategy](#)

Mentoring Canada – *The Building Blocks of Quality Mentoring Programs*

Mentor.org – [Elements of Effective Practice for Mentoring](#)

Questions? Please [email us](#).

CPA Martin mentor FAQs

Wondering what’s involved in being a CPA Martin mentor? Find answers to your questions.

Is a mentor the same thing as a coach?

No. Coaching is shorter term and functional in nature. Mentoring is longer term and relationship oriented. A mentor is an experienced and trusted one-on-one advisor. In Indigenous culture, the traditional learning model is for elders to share knowledge and wisdom with young people. When a good relationship is established, the mentorship relationship flourishes, producing great benefits for both the student and the mentor.

What does a CPA Martin mentor do?

CPA Martin mentors fulfill several roles:

Role model – Students will learn from your education and training experiences.

Career guide – As you have an established, successful business career, students will benefit from your professional and personal advice.

Information source – You will provide information about the business world to students who may not be familiar with it.

What are the responsibilities of a CPA Martin mentor?

CPA Martin mentors are responsible to:

- participate with your students, mentorship team and school team lead to develop a program of group mentoring activities for the year
- engage in a positive relationship with students, demonstrating the care and concern of a good adult friend
- attend all training and follow-up meetings
- comply with the school's policy for obtaining the police background check that will be set up by your teacher lead
- participate in group activities
- help the school organize activities
- notify the school in advance if you are unable to meet with students as scheduled
- follow the policies of the school with respect to meeting protocols, contact with students outside of scheduled program activities and use of social media
- consult the school's teacher lead or your mentorship team lead if you have any questions or concerns

Who can become a mentor?

Our program is open to CPA members and other business professionals whose employers are part of the program.

How are mentors chosen?

Our program works with accounting firms, government organizations and other employers. Mentors are recruited through their employer and are invited to the program based on strong personal and professional credentials. For more information, please [email us](#).

What is the time commitment needed?

Mentors must plan, organize and participate in group activities, which take place three to eight times a year, depending on the program. When school policies permit and encourage it, some mentors also maintain regular contact with their students – about one contact per month during the school year (6-8 months), either by email, telephone or in-person meeting. These interactions are always conducted in accordance with the school's policies.

Do I need a police check?

Generally yes, police checks are required by most boards for all volunteers working with students. Most schools and school boards have established processes for this with their local police and will arrange for your background check.

What behavioural, ethical and other policies must be followed during the mentorship?

Care, trust, respect and integrity are at the core of all good relationships and should define your behaviour as a mentor. The expected behaviours are defined in the [CPA Martin Mentor Code of Conduct](#). The policies of the school will also guide your interactions with students. Your teacher lead will advise you on specific guidelines for your school.

How are the students chosen?

Teachers nominate students who show an interest in developing their academic potential through further education after high school, and in learning about career options.

Is there training available?

Yes, all mentors attend a training session. In addition, this website and *The CPA Martin Mentorship Program: Mentor's Handbook* will provide guidance on everything you need to know to be a CPA Martin Mentor.

Who will support me during the mentorship?

You can depend on the following sources of support as you take on this exciting volunteer position:

- **Mentorship team lead** – a senior professional appointed by your employer who will facilitate the program with the school.

- **Teacher lead** – will help you obtain necessary police checks, understand relevant school policies and support you in program development and relationship building with students
- **Regional co-ordinator** – will liaise with your mentorship team lead, teacher lead, school and schoolboard leaders and CPA Canada on your behalf
- **CPA Canada** – will provide you with the resources needed to conduct your mentorship

Are ideas for activities provided?

Yes. Most activities are conducted in a group setting and we provide a number of ideas for activities to help you get started, working with your mentorship team and the students. We also provide guidelines to create your own activities.

What do I do if I am unable to answer a question from a student?

Depending on the question, you can:

- answer candidly that you don't know the answer, but will try to find out
- refer the student to a teacher or parent.

It is not your role to provide solutions to all challenges facing the student. Never hesitate to speak with your mentorship team lead or teacher lead if you need guidance.

Can I use digital media to connect with the student?

Check with your teacher lead for the specific school policy on social media and digital communication with students. If the school permits digital communication with students, use it cautiously and professionally:

- Maintain an appropriate boundary between your volunteer position and your personal life.
- Do not leave yourself open to misinterpretation or misunderstanding.
- Remember that digital media lives forever and reflects your personal and professional character and the quality of the mentorship program.

Questions? Please [email us](#).

Schools: Setting up your CPA Martin Mentorship Program

The Mentorship Program will provide:

- Mentors with expertise in business and accounting who have strong personal and professional credentials. Mentors and students will participate in group activities three to eight times a year and may have additional check-ins where deemed appropriate by the school.
- Support in managing mentors
- Materials to get started

School's responsibilities

Appoint your School Champion

- Your school must appoint a school champion for the program, usually the principal or vice-principal.
- The school champion appoints a teacher lead and helps recruit.

Assign your Teacher Lead

- The teacher lead may be a guidance counsellor, vice principal, principal, student success teacher or classroom teacher.
- The teacher lead provides support and supervision of the mentorship program and shares responsibility with the mentorship team lead for program success.
- As the liaison between the school, mentors and students, teacher leads are responsible for engaging with parents, encouraging and supporting student participation and providing guidance to mentors.
- Indigenous liaison teachers can also play a critical role, working with teacher leads

The teacher lead is responsible for the following:

Setup

- Identify students to participate – ask teachers to recommend students with high potential for success in post-secondary studies
- Communicate the objectives of mentoring to parents and students
- Obtain permission to participate from parents and students
- Work with the participating CPA Martin mentorship team coordinator on acquiring mentors
- Assign a mentor to each student, addressing specific matters that might affect the success of their working relationship, such as transportation issues
- Ensure your school board's policies for communication, contact and social media use between mentors and students, are provided, acknowledged and followed

Support

- Assist in the training and orientation of mentors
- Coordinate ongoing communication between students, mentors, and parents
- Actively encourage student participation and commitment to the program
- Help students recognize that mentoring relationships need time to develop
- Support the student and mentor as needed to promptly resolve any issues or concerns

Monitor

- Monitor the mentorship
- Maintain regular communication with mentors about students' progress and attainment of goals
- Notify parents of any mentoring activities outside of school property

Reports/Evaluations

- Help evaluate the effectiveness of the mentoring program.

Setting up your mentorship program

1. Identify and evaluate students to participate – have your teachers submit their recommendations. A **Teacher Recommendation Form** is available for this purpose. Note: it is one form per student.
2. Obtain permission and student information from the parents. Send them the following:
 - a. **Letter to Parents** on the objectives of mentoring
 - b. **Permission form**
 - c. **Student information form**
3. Conduct the student orientation. The following materials are available to get you started:
 - a. **Student initial survey**
 - b. **Student orientation**
4. Work with the mentorship program champion of the participating employer to match mentors to students, facilitating and approving any individual mentor-student matches.
5. Ensure appropriate police checks are obtained for each mentor.
6. Provide training and orientation to the mentor.
7. Set up the initial meeting of mentors, students and/or parents.

Questions? Please [email us](#).

Schools: Managing and supporting your mentorship program

Best practices

Here are ways to ensure the mentoring relationship is positive and productive.

Providing support

- Assist mentors in understanding your relevant school policies, providing ongoing support and clarification as needed.
- Provide support and communication structures for mentors. Hold regular meetings where mentors can discuss their experiences, voice concerns and get feedback from school staff and other mentors.
- Check in regularly with mentors, students and parents. Is the mentorship team making headway on activities and tasks with the students? What are the hurdles? Do they need support, information or tools?
- Actively support student engagement. Follow-up with students with poor program attendance, reinforce the benefits and encourage participation.
- If individual mentor-student pairings are part of your program, are these working well? What are the challenges?
- Recognize mentors and students for their achievements and participation in the program.

Monitoring & reviewing the mentorship

- Contact the mentorship team lead regularly to check on progress on group activities, and on one-on-one activities where these are part of the program.
- If one-on-one mentorships are part of your program and a mentor-student match does not appear to be working out after the first few meetings, the teacher lead and the mentorship team lead should discuss assigning the student to a different mentor.

- Intervene quickly to address concerns by mentors or students. Coach each separately first and then meet with them together to discuss and resolve the problem.
- Conduct program evaluations frequently. Demonstrating program effectiveness is essential for obtaining program support.

Setting up contacts and meetings:

- Set up a schedule for where, when and how often mentors and students will meet.
- Regular contact can help students and mentors develop the trust and friendship necessary for successful mentoring relationships.

Supporting parents

Support your students' parents by providing them with all the tools they will need about the mentorship.

- Provide them the objectives of the mentorship program
 - overall goals
 - why their child was identified as a candidate
 - how mentors are chosen
 - the roles and responsibilities of their child, themselves and the mentors
- Check in regularly to ensure they are aware of their child's progress
- Answer any questions or concerns they may have

See [CPA Martin Mentorship information for parents](#).

External resources

Canada West Foundation - [*Encouraging Success: Ensuring Aboriginal Youth Stay in School*](#)

Dusseldorp Skills Foundation - [*Young people and mentoring: Time for a national strategy*](#)

Mentoring Canada - *The Building Blocks of Quality Mentoring Programs*

Mentor.org - [*Elements of Effective Practice for Mentoring*](#)

Questions? Please [email us](#).

CPA Martin Mentorship Program Information for Schools

Learn more about what your school needs to know about participation.

The CPA Martin Mentorship Program helps schools accomplish increased student retention, performance and graduation rates, and enhance their connection with CPA firms and other employers in their community.

Participation in the CPA Martin Mentorship Program can help students:

- gain firsthand exposure to professional and business careers
- develop a deeper understanding of the culture and demands of the workplace
- learn from professional role models
- participate in group activities
- be exposed to opportunities for co-operative education and job shadowing
- learn how to write resumes and scholarship applications
- gain self-confidence
- develop an appreciation for the value of school
- increase participation on school activities and classroom tasks
- improve relationships with peers, teachers and family members

Questions? Please [email us](#).

CPA Martin Mentorship Program Information for Parents

The [CPA Martin Mentorship Program](#) helps Indigenous students graduate from high school, value the completion of post-secondary education, learn about career options and benefit from making supportive connections with professional accountants and other business people in your community. Students can also gain an appreciation for the value a career in business and finance can offer to their local community.

The benefits of mentorship

Research shows that youth who participate in mentorship programs are more likely to succeed in school, become community leaders, find opportunities for further education and discover career options.

Participation in the CPA Martin Mentorship Program can help your child:

- increase their self-confidence, self-esteem and motivation to succeed
- improve relationships with peers, teachers and family members
- increase participation in school activities and classroom tasks
- stay in school and graduate
- improve job-related skills such as teamwork and effective communication
- gain an appreciation for possible career choices

Who are the mentors

Our mentors are chartered professional accountants and other business people in your community. As experienced business leaders, they have strong personal and professional credentials and are thoughtful, caring adults committed to helping students succeed. Mentors build supportive relationships with students and participate with them in mutually agreed activities to further students' individual goals.

How students are chosen

Teachers participating in the program at your child's school identify students with high potential to succeed. The placement process begins in Grade 9 and mentorships begin in Grade 10.

Students identified are those who:

- would benefit from participation
- have demonstrated a keen interest in learning
- have the potential to be successful in post-secondary education

How does the mentorship work

Most CPA Martin mentorship programs are built on group activities involving mentors and students. These programs are designed at the outset of each program by the mentorship team, the school's teacher lead and the students.

Some programs also include one-on-one contact between the mentor and the student, often about once a month during the school year, and in accordance with school policies.

Activities are designed to provide students with information and advice about their education, career options and related skills. Students must attend scheduled meetings and notify the mentor if they need to postpone.

Mentoring activities may include:

- providing advice or assistance on time management strategies, preparing a resume and understanding the nature of different careers
- experiencing workplace environments through office tours and participating in firm-sponsored community activities
- participating in cultural sharing opportunities like blanket ceremonies and drum making
- enjoying fun activities like rock climbing and bowling

Your role as the parent

The support and encouragement of parents is vital to the success of the mentoring process.

We ask you to:

- give written consent for your child to participate
- encourage responsibility
- show interest in mentoring activities
- encourage your child to stay in the program
- meet with the teacher lead and mentor

Support

Your child's teacher lead will be your primary support during the mentorship. The teacher lead will keep you updated on your child's participation and also answer any questions that you may have.

For questions or more information, please contact your teacher lead.

CPA Martin Mentorship Program FAQs

Find answers to your questions about the CPA Martin Mentorship Program.

How long has the program been in existence and who are the organizations behind it?

The CPA Martin Mentorship Program was launched in 2008. CPA Canada and the Martin Family Initiative jointly sponsor it. CPA Canada has established mentoring partnerships with accounting firms and the federal government and is expanding the program to include other employers. For more information, visit [About the CPA Martin Mentorship Program](#) .

Where is the program available?

The program currently involves over 125 students at more than 26 high schools in seven provinces across Canada: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Nova Scotia and Quebec. We are seeking to expand the program.

What is a mentor?

A mentor is an experienced and trusted advisor. Mentoring is long term and relationship oriented. In Indigenous culture, the traditional learning model is for elders to share knowledge and wisdom with young people. When a good relationship is established, the mentorship flourishes, producing great benefits for both the student and the mentor.

How are mentors chosen?

Our mentors are chartered professional accountants and other business professionals. Mentors are invited to the program by their employers based on strong personal and professional credentials.

How are students chosen to participate?

Teachers usually identify students in Grade 9 and mentorship usually begins in Grade 10. Students in Grade 11, Grade 12 and beyond may also participate. The students have an aptitude for learning and a high potential to be successful in university or other post-secondary studies.

How do students benefit from the program?

Students can gain increased self-confidence, appreciation for the value of school and an understanding of potential career options. They are also often motivated to increase their participation in school activities and classroom tasks and improve relationships with peers, teachers and family members.

How do schools benefit from the program?

Schools can experience greater indigenous student retention, performance and graduation rates. They also enhance their connection to local accounting firms and other employers.

How do mentors benefit from the program?

Mentors make a meaningful difference by helping others, learn about other cultures and the issues they face and meet personal and professional goals through volunteering.

What is the role of the school?

The school plays a central role in facilitating program execution, including asking teachers to identify potential students, coordinating permission from parents, providing space for mentoring meetings, communicating with mentors on a regular basis to support positive mentoring relationships, and participating in program evaluation. Read more about [the responsibilities of the school](#).

What role do parents play?

Parental support and encouragement is vital to the success of the mentoring process. Parents can show interest in mentoring activities, encourage their child to attend meetings with the mentor and encourage them to stay in the program.

How long is the mentorship?

Mentors and students meet regularly during the school year, i.e., six to eight months. Ideally the relationship is maintained through their high school careers.

What kind of activities do students do with mentors?

Activities are focused on guiding the student to develop an appreciation for completing their education, explore future career options and see the connection between classroom learning and the workplace. Activities may include leadership participation in a community event, discussions about life skills, visiting a post-secondary education institution to explore future education opportunities, discussing job responsibilities in the workplace, and networking to practice good communication skills.

Where do mentors and students meet for activities?

School policies set parameters for where, when and how often mentors and students meet. Mentors and students meet primarily at the school, but activities may also involve off-site excursions to workplaces or post-secondary institutions. Some programs also include one-on-one contact between mentor and student, usually about once a month and always in accordance with school policies. Parents and the teacher lead are advised of any meetings held off school property, such as to attend a community event or visit a local business or university or college.

What behavioural, ethical and other policies must be followed?

Mentors must follow the behavioural and ethical policies of the schools in place for teachers. In general:

- Common good sense prevails. No behaviour or activity undertaken with the student should promote or facilitate an inappropriate personal relationship.
- One-on-one meetings take place in appropriate settings that are not private or isolated.
- Mentors will not invite students to their homes or give them personal gifts.
- Mentors report all contact with students through the school reporting process, notifying parents and the teacher lead of any meetings held off school property.

What are the guidelines for using social media to communicate with students?

School policies for the use of electronic communication and social media that apply to teachers also apply to mentors.

Questions? Please [email us](#).



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