

Concordia University

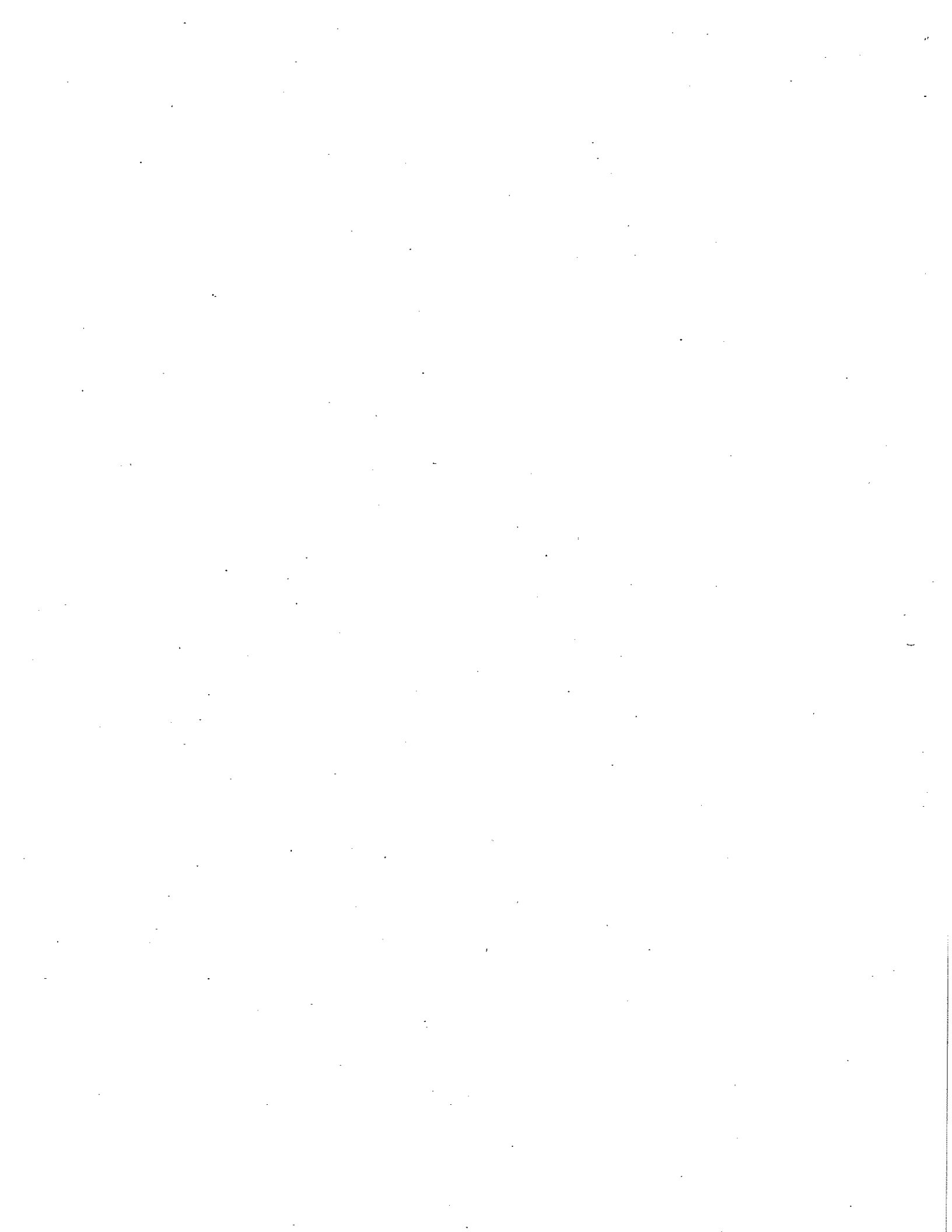
Concordia University's Peer Mentoring Program

Mentor Training Manual

Concordia University Office of Multicultural Services



2013-2014



Program's History, Mission & Goals

History:

- Established August 2012

Mission:

- To pair first generation freshman students of color with caring upperclassmen who will cultivate supportive relationships that positively contribute to student achievement and success socially and academically here at Concordia University.

Goals:

- Continually increase the retention rate of minority students enrolled at the University, specifically freshman students of color.
- Create a peer culture that emphasizes academic pursuits and peers as study partners which as a result enables first generation students of color to have a successful academic transition.
- Help our students build strong connections with faculty and other academic support systems.
- Mentors become a source of support and encouragement for students who may need more affirmation (score low on tests) on their legitimacy in college due to their newness to the collegiate setting.
- Use co-curricular residence hall resources, and positive peer interactions to help change the perceptions of race and help establish positive diverse peer interactions.





Expectations for Mentors

Time Commitment:

- 1 year, 5-6 hours a week from September 2013-April 2014 (with the exception of school breaks and holidays)

Responsibilities:

- Be part of at least one Intramural Sports Team Fall 2013 with your mentee (coaching, participating, attending)
- Be part of at least one Community Event with Mentee (see events below)
- Meet once a month with your PMP Global Ambassador Leader
- Attend PMP gender specific events (one each month) (both you and your mentee):
- Attend 1 ASCU sponsored event a month
- Attend 1 Faculty and Staff hosted Dinner (limited spaces available)
- ^{1**}Alternative Spring Break Trip March 22nd-29th 2014 to Seattle, WA (Youth Empowerment, Mentoring, Homelessness & Poverty)

Peer Mentor Reflective (PMR) Journals: Each student will be responsible for completing a weekly reflection online that will be directly related to the one on one conversation they had with their mentee that prior week. They will dialogue about the role they play in the mentor/mentee relationship, student concerns, and any and all other topics relevant to deepening the mentor/mentee experience. Each written reflection must be one to two paragraphs long and completed online before each class period. Late entries will be deducted points each additional day they are late. (10 pts. each reflection)

Here is the link for the PMR's:

<https://docs.google.com/forms/d/1Gupj3lCcyvzUgdnVnWBh5tza5lhz59dip69MJp5RsnY/view/form>

Student Leaders - Connected Influence: Each student leader will need to participate in one out of the five options of the community wide events listed below. This selection will need to be completed along with all other REQUIRED mentorship program activities and expectations (see required list of events below). You will be attending these events with your mentee. Reflections for each attended event will be due at the end of each semester. You may go online and fill out this form telling me about your experience upon completion of it at any time. Why?

^{1**} Optional but open to all mentors and mentees in program. Applications available fall semester.

Expectations for Mentors

Reason one...I need documentation! Reason two... we also want you to have the opportunity to serve beside your mentee and mentor, but that's not the only reason. Studies have shown...

- Students are more likely to persist in college when they successfully separate from their home context and become academically and socially integrated into the college setting.
- FYS benefited more from extracurricular activities and engagement with peers, BUT are less likely to participate in these beneficial activities than those who are not first generation.
- FYS tend to delay involvement in extracurricular activities and informal peer groups during the initial period and are more likely to have friends who live off campus or who are not enrolled in college.
- Successful First Year Transitions= On campus living, participation in social fraternities and sororities, working part-time on campus, and generally making connections with one's environment.
- Successful First Year Transitions= A peer culture that emphasizes academic pursuits and peers as study partners. This can assist in a successful academic transition, as do connections with faculty and other academic support services.
- Retention Successful Transitions= 1) use of co-curricular residence hall resources; 2) racial climate measures (reports of positive diverse peer interactions, perceptions of positive racial climate)

We want to pull you off the island of your leadership area, and use your influence to support other departments and programs, and expose and mentor other students into future student leadership experiences.

Community Events to Attend for the Fall Semester (you and your mentee must go to at least 1 together, but feel free to go to all 4 together):

- | | |
|-----------------------------------------------------------|-----------------------------------------------|
| • Night Strike (6:15pm-10pm) | Held every Thursday |
| • National Day of Remembrance (8am-1pm) | Date: Sept. 14 th |
| • Make a Difference Day (8am-1pm) | Date: October 26 th |
| • Hunger and Homelessness Awareness Week (Attend 1 event) | Date: Nov. 18 th -22 nd |

Expectations for Mentors

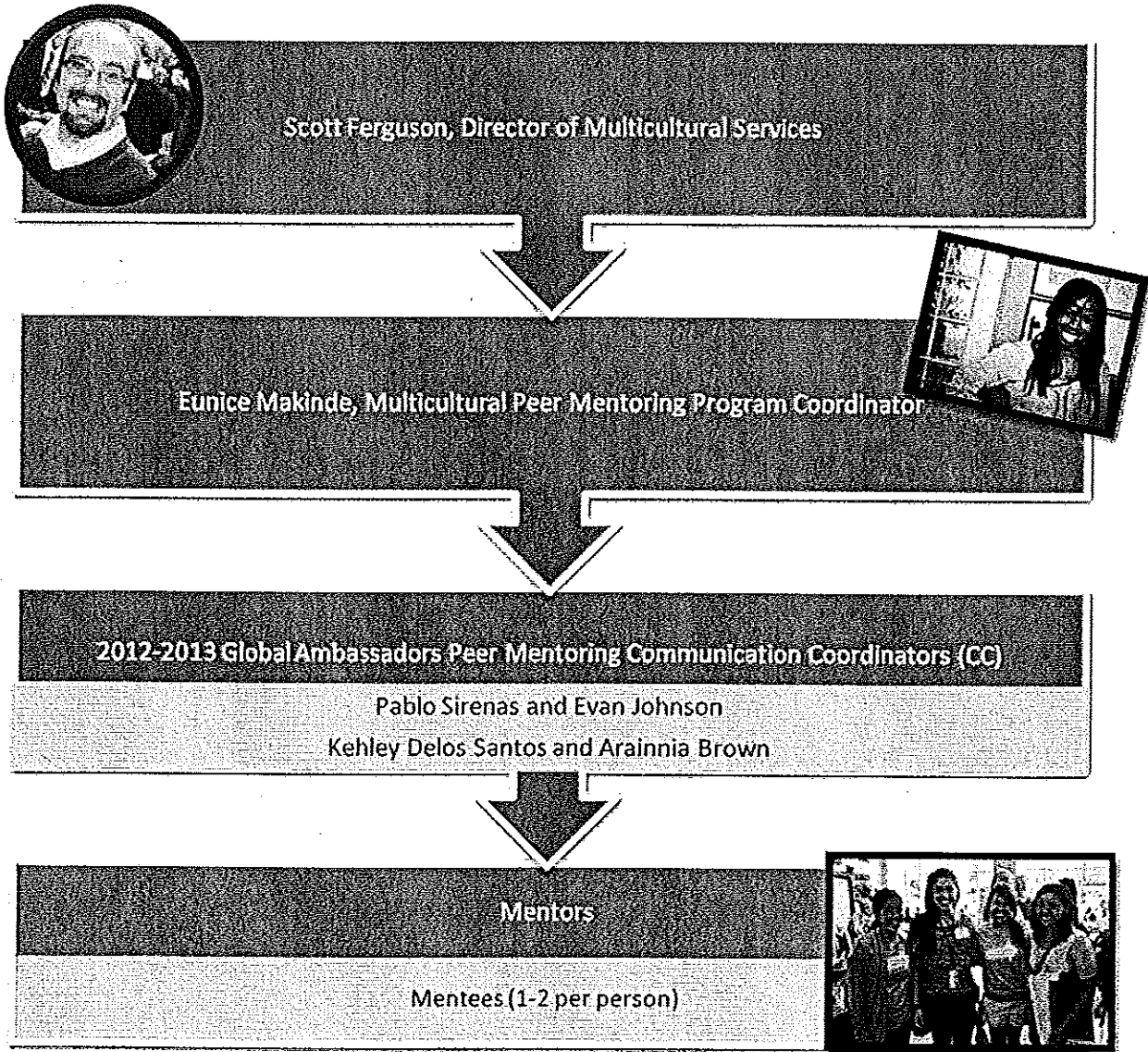
Faculty and Staff Hosted Dinners: Studies have shown that connections made with faculty, staff and other academic support services plays a vital role in helping first generation students have successful first year transitions into college. This year we have asked some of our students, favorite faculty and staff members to host some of you and our Mentees in their homes. Limited spots are available to seven dinners that will be hosted this year. Those mentors enrolled in the LDR class have top priority. Dinners are open to 6-8 students (one peer mentoring leader, two mentors, and 3-5 mentees).

**NEW* Seattle, WA Alternative Spring Break Trip March 22nd -29th:* Concordia students who are part of the Office of Multicultural Services Peer Mentoring program will be traveling to Seattle, WA for the first year to partner with local organizations working to address homelessness, hunger, and youth poverty. This team will be an opportunity for mentors and mentees to serve alongside each other and learn more about the work being done in the Pacific Northwest to address these issues. Volunteers will work on a variety of projects including: preparing and serving meals to the homeless population of downtown Seattle, tutoring in after-school programs, helping out at a shelter for homeless youth, and much more. During this experience, students will also be able to visit and learn about the John Perkins Center for Reconciliation, Leadership Training, and Community Development at SPU. The center is a first-of-its-kind partnership among the John Perkins Foundation of Jackson, Mississippi, Seattle Pacific University, and Christian community leaders throughout the Pacific Northwest.

***NOTE*:** You must be a mentor/mentee in the Office of Multicultural Services Peer Mentoring Program to apply for this trip.

Staff Members and Their Roles

Structure of the Mentorship Program



My Peer Mentee(s)!

My Communication Coordinator:

Cell:

Email:

Major:

Birthday:

Name:

Name:

Email:

Email:

Cell:

Cell:

Major:

Birthday:

Major:

Birthday:

Ground Rules and Policies

The most persuasive of all leadership skills is the personal example of the leader. As a Peer Mentor, fellow CU mentees will instinctively look to you as a role model and example of what it means to be a positive member of the CU Community. The responsibility rests on your shoulders to live into this role and lead your peers.

Tips for setting the example:

- *Lead by Example*—Following instructions, obeying policies, and doing things in the proper manner shows that you believe in doing what you are supposed to do, in the right way.
- *Showing Initiative*—A good leader must do what has to be done without waiting to be told or forced to act. Regularly checking up on your volunteers needs in regards to facilities or classes is a great way to take initiative.
- *Maintaining Academic Success*—As a role model, you will be looked up to both inside of your service experiences and outside. This means that you will even be noticed by your volunteers in your classes and when you are studying. Keep this in mind and be an awesome example of academic success by attending class, being on-time, and engaging in your academic career!
- *Acting with Maturity*—An effective leader shows good judgment. The leader sees that his or her personal experience is not as important as that of the mentee or group, but rather putting others before yourself.
- *Knowing the Job*—Have a grasp of your job and the other services and roles within the university. When a mentee asks for help, be sure you can provide it or direct them to the proper source.
- *Having a Positive Attitude*—This is vital as an example to your mentees. You can't be happy all the time, but when involved in carrying out your responsibilities, be they are program related, a positive attitude is a must.

Staff Evaluation/Discipline/Termination

Performance Appraisals: Mentors are appointed for the period of one academic year and report both to the MPM Program Director and the communication coordinators of the Office of Multicultural Services. Their MPM Program Director will evaluate them during the fall and spring semester. Mentors may re-apply during the spring semester for the following year.

Staff Deficiencies

The following criteria outline conditions, which, if committed by a mentor, are considered serious enough to warrant disciplinary action or termination from the mentor position:

1. Behavior resulting in felony conviction.
2. Behavior resulting in a misdemeanor conviction that casts reasonable doubt on the likelihood of satisfactory job performance.
3. Violation of residence hall and/or University policies and regulations. Please refer to the special note contained following this section.
4. Illegal possession or use of drugs.
5. Acts of negligence or incompetence that cast reasonable doubt on the likelihood of job performance.
6. Refusal to comply with reasonable, legitimate and specific direction from the program director with regard to responsibilities expressed or implied in the job description.
7. Behavior that can be reasonably considered to be seriously damaging to the ability of the University to meet its contractual responsibilities.

Note: A peer mentor is expected to exercise good judgment. For example, alcohol use is not permitted in the residence halls. Furthermore, at no time is a staff member to abuse alcohol or be impaired to perform their responsibilities even if the alcohol use occurred off campus and/or if the staff member is of legal age to consume alcoholic beverages. It is to the discretion of the Director of Multicultural service as well as the MPMP Coordinator to decide if a peer mentor had not used good judgment or has severely failed the mission and goals of Office of Multicultural Services on an incident-by-incident basis. A single incident may be ground for immediate dismissal.

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.

External Assets	Support	<ul style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighborhood—Young person experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school. 	
	Empowerment	<ul style="list-style-type: none"> 7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, school, and in the neighborhood. 	
	Boundaries & Expectations	<ul style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. 12. School boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person's best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well. 	
	Constructive Use of Time	<ul style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week. 	
	Internal Assets	Commitment to Learning	<ul style="list-style-type: none"> 21. Achievement Motivation—Young person is motivated to do well in school. 22. School Engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.
		Positive Values	<ul style="list-style-type: none"> 26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person "tells the truth even when it is not easy." 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
		Social Competencies	<ul style="list-style-type: none"> 32. Planning and decision making—Young person knows how to plan ahead and make choices. 33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.
		Positive Identity	<ul style="list-style-type: none"> 37. Personal power—Young person feels he or she has control over "things that happen to me." 38. Self-esteem—Young person reports having a high self-esteem. 39. Sense of purpose—Young person reports that "my life has a purpose." 40. Positive view of personal future—Young person is optimistic about her or his personal future.

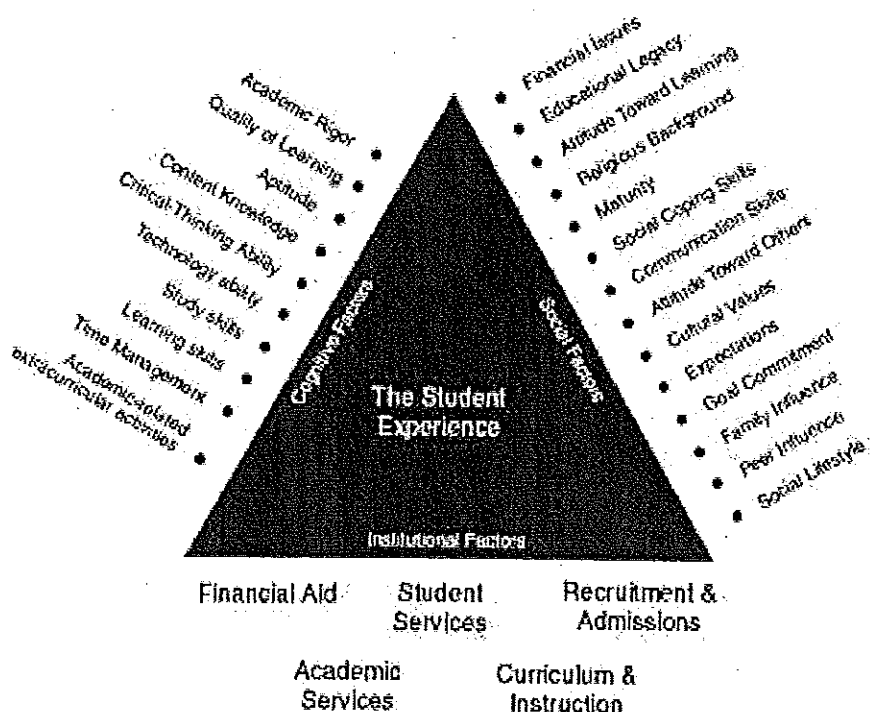


The Needs of First Year Students

The Geometric Model of Student Persistence and Achievement provides a user-friendly method for discussion and focus on (a) the cognitive and social attributes that the student brings to campus; and (b) the institutional role in the student experience. The geometric model differs from others by placing the student at the center of the model, rather than an indifferent element to a flow chart or structural equation model.

www.educationalpolicy.org.

The Geometric Model of Student Persistence and Achievement

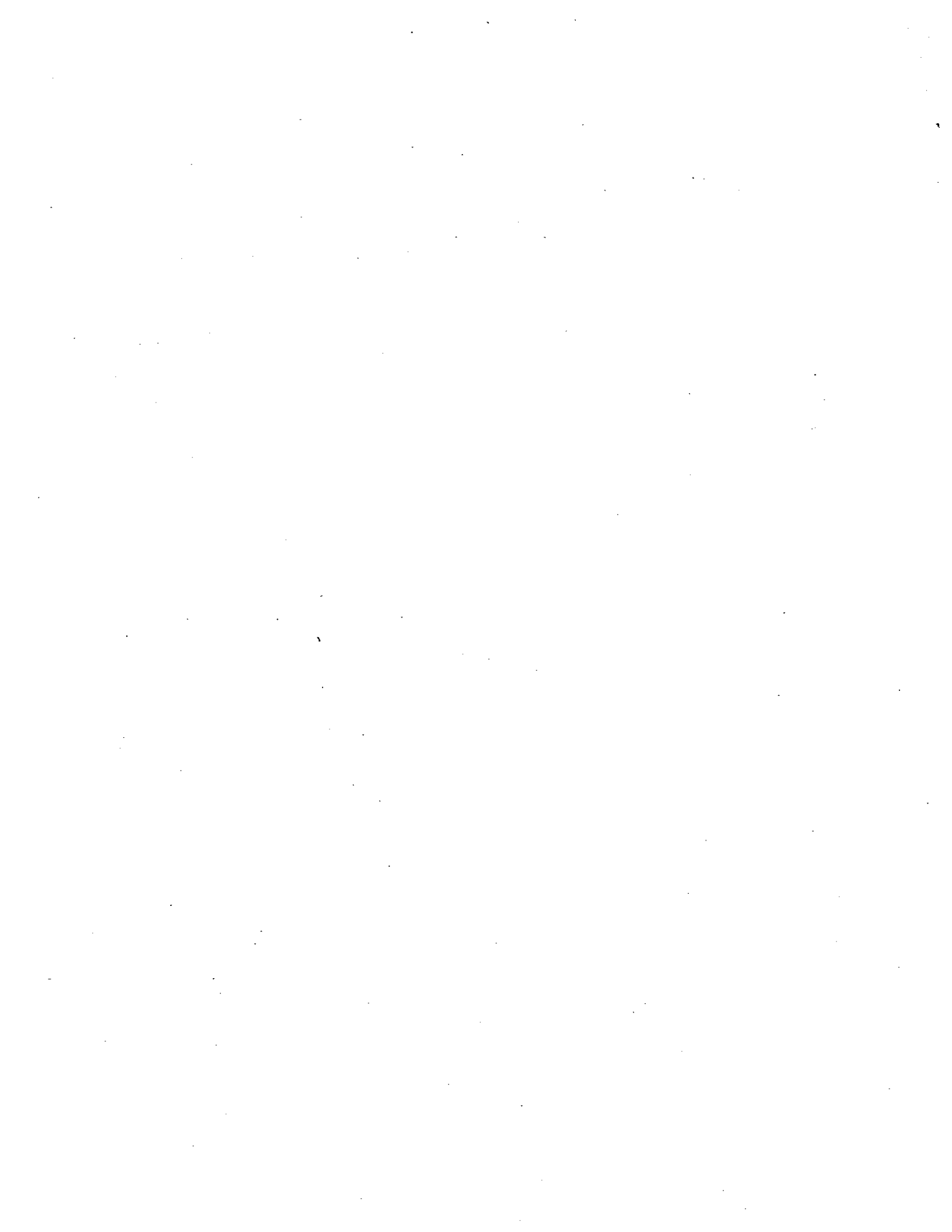


The model also allows us to discuss the dynamics between cognitive, social, and institutional factors, all of which take place within the student. These three forces must combine to provide a solid foundation for student growth, development, and persistence. When stability is lost, students risk reducing their academic and social integration with the institution, and therefore risk dropping out. This model works to help describe the persistence process, and the delicate balance between student resources (what the student brings to campus) and institutional resources (what the institution provides for the student). The strength in the model and the following conceptual framework is in their ability to help institutions work proactively to support student persistence and achievement. Diagnostic and supplementary knowledge of the student is a vital component of the geometric model, because without knowledge, the institution is incapable of making prudent decisions on whom to admit (Swail, 2004).

Communication: Active Listening

<u>Good Active Listening</u>	<u>Bad Active Listening</u>

What is active listening?



ACTIVITY 4 OPTIONAL HANDOUT: The mentor-mentee relationship cycle

<p>STAGE 1: Beginning of the Match</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> ■ Getting to know each other ■ The first impressions ■ Trying to see the positive in the relationship ■ Bonding 	<p>Effective Communication:</p> <ul style="list-style-type: none"> ■ Ask open-ended questions ■ Use body language that is open and not guarded ■ Active listening ■ Demonstrate empathy ■ Avoid "prescriptive" communication ■ Use prompts ■ Speak with language that you feel comfortable with ■ Don't be afraid of silence.
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<p>STAGE 2: Challenging and Testing</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> ■ Mentee challenges ■ Testing phase ■ Rethinking first impressions ■ Difficult feelings or emotions may surface 	<p>Effective Communication:</p> <ul style="list-style-type: none"> ■ Be consistent in your communication, even if it is difficult ■ Demonstrate respect ■ Build problem-solving techniques into your open-ended questions ■ Raise sensitive issues at the beginning of your interactions ■ Make sure to separate behaviors from who the mentee is ■ Disclosure of personal feelings and experiences when appropriate
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(Activity 4 Optional Handout continued)

STAGE 3: “Real” Mentoring	Characteristics: <ul style="list-style-type: none"> ■ The relationship begins feeling right again ■ Trust is established ■ Growth in the mentee can be observed ■ A “deeper” bond and connection has been formed 	Effective Communication: <ul style="list-style-type: none"> ■ Continue with disclosures when appropriate ■ Avoid advising, and allow youth to actively problem solve ■ Build off your knowledge of your mentee’s strengths to foster deeper discussions ■ Give positive feedback and don’t be afraid to let your mentee know when something has hurt you.
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STAGE 4: Ending	Characteristics: <ul style="list-style-type: none"> ■ Preparing for closure ■ Relationship may become deeper or mentee may start pulling away ■ Reflection 	Effective Communication: <ul style="list-style-type: none"> ■ Find common language to sum up your feelings ■ Provide feedback that describes growth that you observed ■ Be prepared to listen and affirm fears that your mentee may have
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[Relationship cycle handout adapted, with permission, from Rummell, C. (2006). Effective communication in the mentor/mentee relationship cycle. In Cannata, A. (Ed.). *Ongoing training for mentors: 12 interactive sessions for U.S. Department of Education mentoring programs*. Folsom, CA: Mentoring Resource Center.]

YOUR FIRST MEETING

Objective: This worksheet offers key ideas and activities to help you plan your first meeting together.

Your first meeting is critical to the mentoring partnership as it sets the tone for your work together. This worksheet will guide you through the process of getting to know one another, establishing rapport and outlining expectations. The initial meeting will also be a time that you set the “rules of engagement” for your partnership.

The following five goals should be accomplished by the end of your first meeting:

1. Get to know each other

It is important to give this meeting your full attention, so plan for at least two hours of uninterrupted time. If it is not possible to hold calls and prevent others from interrupting, you may want to meet away from those areas.

Begin with an informal conversation about your background, professional career, career goals, interests and hobbies. Review your partners biography before you meet. Ask questions about their interests, career path and educational history so that you can find some commonalities. These connections will help you develop rapport and trust with your mentoring partner.

2. Outline Expectations

Communication is one of the keys to any successful relationship and mentoring is not an exception. Discuss the following questions together and agree on the boundaries for your partnership or “rules for engagement”.

- How often will you meet?
- How will you schedule appointments?
- When are you available and how do you prefer to be contacted? (email or phone)
- How you will handle differences of opinion?
- Where will your meetings take place?
- Decide whether you want to use an agenda for your meetings. Set aside the first few minutes to check-in with one another or leave the last ten minutes to connect on unrelated matters.
- It might be helpful to summarize the main points of your meeting, this way you can plan to revisit matters at the next meeting.
- How will you measure your progress in the program? Agree on a plan to celebrate your successes and offer feedback if goals are not achieved.
- **Sign the Mentoring Agreement** and discuss what topics can be addressed and what areas are off limits. This is particularly important when mentees and mentors work in the same organization.

For Mentors

- Many mentors appreciate the opportunity to “give back” to their profession or company. Consider what you hope to gain from the partnership.
- Ask your mentee how you can help if he or she is experiencing difficulties. Find out what motivates your mentee.
- Discuss what your roles and responsibilities will be for the partnership.

For Mentees

- Mentees appreciate the opportunity to accelerate the learning curve by participating in a mentoring relationship. Talk about what you hope to gain from the partnership.
- Mentees must take initiative and responsibility for their own development.
- Discuss what your roles and responsibilities will be for the partnership.
- Think about how you like to be motivated or encouraged when you have difficulties.

3. Review the mentee’s goals and objectives

Mentoring partnerships provide an opportunity for the mentee to focus on his/her goals. Review the mentee’s goal worksheet and develop a plan to accomplish these goals throughout your program. Prioritize each goal and decide what activities would be most beneficial.

Offer your mentee enough encouragement to go for goals that will require a bit of a stretch and be willing to revise as needed.

4. Identify one goal to work toward by the next meeting

This may be a smaller or sub-goal; however, it will provide some discussion and activity for the next meeting. After you have chosen goals for the next meeting, discuss the following questions:

- What action items are there to assist us in achieving this goal?
- Identify any assignments for the mentee or mentor that will facilitate progress toward the goal.

5. Confirm a date and time for the next meeting

Always bring your calendars to your meeting and have the next meeting scheduled. Planning ahead saves valuable time and communicates commitment to the program. Also, setting the meeting date and time in person helps avoid the frustration of leaving phone messages or text messages.

If you must cancel a meeting, please communicate this to your mentoring partner as far in advance as possible.

YOUR FIRST MEETING: Exercise 1

For Mentors:

Think about your mentoring partnership and consider the following questions:

- How might your current style communication support or hinder a strong mentoring partnership?
- How willing are you to refer your mentee to someone else if you don't have the knowledge or expertise that is needed?
- What made other relationships or mentoring partnerships you have or have had successful?
- Share your reasons for becoming a mentor?

For Mentees:

Think about your mentoring partnership and consider the following questions:

- How might your current style communication support or hinder a strong mentoring partnership?
- What makes other relationships you have or have had with a similar dynamic successful?
- Who are the leaders in your field? What talents, strengths do they have that you might be interested in cultivating through this experience?
- Consider why you would like to be a mentee and how you will devote the necessary time and energy to this program?
- How comfortable are you with challenging someone who has more authority or seniority than you?

YOUR FIRST MEETING: Mentoring Agreement

Mentoring Agreement for: _____

Successful leaders create their own opportunities for learning. This mentoring program requires a commitment and dedication to the mentoring process. In order to benefit fully from the program, we recommend that you read the following statements, sign the form at your first meeting and retain a copy for your records.

I agree to:

- Focus on developing my strengths and competencies over the course of the program and share these talents with my mentoring partner.
- Take full advantage of all aspects of this mentoring program (mentoring partnership, training tools, etc.)
- Meet with my mentoring partner once a week.
- Provide feedback to my organization regarding my participation in this mentoring program.
- Look for multiple opportunities and experiences to enhance mentee's learning (ABLE, Intramurals, Faculty hosted dinners, Lyceums, Service Learning)
- Honor the ground rules we have developed for the relationship.

I understand that:

- All discussions with my mentoring partner are to be kept confidential. The exceptions to that confidentiality would include harm to self and others and any illegal conduct such as sexual harassment.
- My reward in this program will be in direct proportion to commitment and involvement.

Mentee Signature

Date

Mentor Signature

Date