



DELTA CHI
FRATERNITY

Mentor Program Facilitator Guide

MENTOR PROGRAM OVERVIEW

PROGRAM OVERVIEW	
PROGRAM PHILOSOPHY	The purpose of Delta Chi's Mentor Program is to further enhance the experience of our undergraduate members as they pursue achieving their personal development plans and grow in their sense of belonging.
PROGRAM OBJECTIVES	<ul style="list-style-type: none"> • Promote Friendship: Create deeper and more meaningful relationships and connections among peers in the Fraternity. • Develop Character: Support personal and professional career readiness and advancement in alignment with personal development plan goals. • Advance Justice: Further understand and apply the basic expectations of Delta Chi and your personal development. • Assist in the Acquisition of a Sound Education: Improve the academic performance of members to support the persistence to graduation.
PROGRAM STRUCTURE	<ul style="list-style-type: none"> • Mentor Program Manager (MPM): Chapter should appoint or elect someone to serve as the Mentor Program Manager, or include their duties along with another officer or chair position (ex. "B", Brotherhood Chair). It is not recommended that the MPM also be the AMC, as the MPM has the responsibility to facilitate mentor training and lead the Mentor Committee. • Eligibility and Application: Anyone interested to serve as a mentor will need to meet certain eligibility criteria to be able to apply to serve in this role. The following is the recommended minimum criteria, but chapters may choose to include additional or higher expectations: <ul style="list-style-type: none"> ◦ Initiated member in good standing (academic, financial, conduct) with the chapter. ◦ Active for at least one term (quarter/semester) after their time as an Associate Member (ex. If they were an AM in Fall 2024, they would be eligible to apply to be a mentor beginning in Fall 2025 for a semester school). ◦ An application should be created for interested mentors to complete and submit, which should include things like a personal statement on why they are interested in serving as a mentor, a résumé or outline of academic, professional, leadership, and co-curricular experiences, and an agreement to uphold the expectations of being a mentor. • Selection & Training: Initial selections should be made in conjunction with the executive board, AMC, MPM, and ABT. It is recommended that at least 25% of membership are trained to serve as mentors. Once selected to serve as a mentor, members will need to participate in training led by the MPM. • Mentor Committee: Those who are selected and trained as mentors will join the chapter's mentor committee. They will have ongoing responsibilities to support the personal development plans created by members during their onboarding process. In most cases, relationships will not be one-to-one assignments, but the chance for mentors to positively influence all members through a group/network mentoring model. Consider the mentor committee as the chapter's own Order of the White Carnation - a significant honor.
LEARNING TOOLS	<ul style="list-style-type: none"> • Mentor Training Workbook: Provide in print or digital form to all selected mentors for training sessions. • Check-In Meeting Report: Form submitted to MPM, documenting meetings between mentors and any mentees. • Personal Development Plans: Created by members during their Associate Member onboarding, covering their personal goals in the areas of academics,

	<p>professional/career, and personal/fraternity. Plans also cover the steps to achieve these goals and target dates for completion.</p>
<p>RECOMMENDED TRAINING TIMELINE OVERVIEW</p>	<ul style="list-style-type: none"> • Training Timeframe: Any training for new mentors to join the Mentor Committee should occur prior to or in conjunction with Associate Member onboarding. • Session Structure: There are four sessions, each around 60 minutes in length. Chapters may elect to spread training out over the course of multiple weeks, these may be completed in one day. Training should be based on the needs of the chapter and the availability of selected mentors. <ul style="list-style-type: none"> ◦ Session One: Introduction to Mentoring and Core Skills ◦ Session Two: Enhancing Academic and Career Support ◦ Session Three: Enhancing Fraternity Support and Values ◦ Session Four: Navigating Challenges and Difficult Conversations • Mentor Committee Orientation: This should occur after the Initiation Ceremony is held and new mentors have completed their training, with the purpose of establishing clear expectations and preparing for successful mentorship experiences within Delta Chi.
<p>RECOMMENDED CONNECTIONS AFTER TRAINING CONCLUDES</p>	<ul style="list-style-type: none"> • Mentor Committee Meetings: The MPM and trained Mentors should meet at least once per month for discussion, refresher training on skills or professional development workshops, and to give any group input on how mentees are working to achieve their personal development plans. As the committee should be at least 25% of the membership of the chapter, it is likely that mentors will have multiple mentees, which may change as individuals graduate. • Check In Meetings: Members of the mentor committee should determine regular needs for check in meetings with mentees based on the following recommended check-in frequency: <ul style="list-style-type: none"> ◦ Initial Month after Initiation: Weekly for 30-45 minutes to establish rapport and understanding of personal development plans ◦ After First Month: Every other week or as needed to maintain engagement and monitor goal progress ◦ Remaining time of undergraduate membership of mentee: At least monthly with flexibility based on mentee's needs (ex. High times of stress like finals or job interviews). • Transition Session: As a Mentor Committee Member may be approaching graduation, they will need to establish an effective transition with newly trained mentors to assist with the phase of separation from the undergraduate chapter and redefine mentor relationships among remaining mentees and committee members through group mentoring. • Recognition of Mentors: At the end of each term or as mentors may approach graduation, it is recommended that a recognition event is organized to celebrate achievements with the program and the future success of mentors as they approach a new phase of their lives. This may also serve as an opportunity to engage and establish connections with Alumni Chapters for continued involvement with the Fraternity.
<p>APPENDIX</p>	<p>See the appendices in this guide for the following additional resources:</p> <ul style="list-style-type: none"> • Sample Mentor Committee Meeting Agenda • Sample Mentor Application • Sample Mentor Selection Notification Letters (Accept/Reject) • Check In Meeting Guide • Mentor Program Sample Timeline • Mentor Program Sample Structure and Group Selection Suggestions

HOW TO READ **THIS GUIDE**

SECTION TITLE HEADER WILL GO HERE ## MINUTES	
LEARNING OBJECTIVES FOR EACH SESSION WILL BE LISTED IN THE FIRST BOX	<ul style="list-style-type: none">• Each session begins with the following in the top boxes:<ul style="list-style-type: none">◦ Room Setup - how the room should be set up for each session, including any items you need to prepare in advance◦ Supplies - the items needed for each session◦ Time - each header will include the estimated time it will take to complete the section. It may be helpful for you to add in your own start/end times depending on your meeting schedule.
GUIDE MATCH Anything listed below this heading indicates that the MPM should direct AMs to reference or complete an activity in their workbook page	<p><i>MPM Notes are in red, bold, italicized text. These are instructions and information for the facilitator and should not be read out loud.</i></p> <ul style="list-style-type: none">• MPM script items are in plain text with a bullet point. While MPMs are discouraged from reading directly from the guide to participants, they should do their best to stay close to the text and spirit of the curriculum.

MPM SESSION **NOTES + REFLECTIONS**

At the end of each session, there will be a text box available for you to make some notes about the strengths of the session and opportunities for improvement, along with some guided questions to consider. Use this space after each session to improve facilitation and note ideas for the future - this will also be helpful for you to reference and then respond to the IHQ feedback survey!

MENTOR TRAINING | SESSION ONE

INTRODUCTION TO MENTORING 60 MINUTES

<p>LEARNING OBJECTIVES</p> <p>Participants will be able to...</p> <ul style="list-style-type: none"> • Clarify program objectives and mentor committee member roles and responsibilities. • Define the stages of mentoring. • Identify the different mentor types and their typical preference. 	<p>ROOM SETUP</p> <ul style="list-style-type: none"> • Tables/desks with chairs for each participant. A classroom on campus that is centrally located is appropriate. • If choosing to utilize slide decks, a projector and screen or large TV screen should be in the space. <p>SUPPLIES</p> <ul style="list-style-type: none"> • Mentor Training Workbook (printed or digital) • If using printed workbooks, writing utensils should be provided • Meeting schedule dates, times, and locations
<p>WELCOME AND PROGRAM OBJECTIVES 15 MINUTES</p>	
<p>FACILITATOR TALKING POINT</p>	<p><i>MPM Note: Make sure to take attendance, if required by your chapter.</i></p> <ul style="list-style-type: none"> • Congratulations on your selection to serve as a mentor within our chapter. This is an important and prestigious role, and taking on this additional responsibility is a key to our continued success in our chapter. • Your commitment to serving as a mentor for others in the chapter, and guiding them as they seek to achieve their personal development goals and plans, while modeling your own leadership and achievement, is admirable. • I'm thrilled to be serving as your Mentor Program Manager to lead you through this training, which will help give you the tools you need to serve on the Mentor Committee.
<p>ACTIVITY INSTRUCTIONS</p> <p>GUIDE MATCH PREAMBLE AND ELEVEN BASIC EXPECTATIONS: PAGE 1</p> <p>GUIDE MATCH TASK OUTLINES: PAGE 2</p> <p>GUIDE MATCH PROGRAM PHILOSOPHY: PAGE 3</p>	<ul style="list-style-type: none"> • Let's dive right in and make sure that we are on the same page about what it means to take on this responsibility in our chapter. You'll see the preamble and 11 Basic Expectations on the inside cover of your workbook as a reminder of the commitment you have made to Delta Chi. • The next page has our task outlines for training. Take a moment to write down the date, time, and location for each of our sessions, and get these added to your calendar. <p><i>MPM Note: Provide this information to mentors if they do not already have this available.</i></p> <ul style="list-style-type: none"> • Now, let's take a moment to review the program philosophy and objectives of being a mentor within the chapter. Take a moment to review both of these items on your own. <p><i>MPM Note: Give mentors about two minutes to review, then ask for one or two mentors to give their reactions to the philosophy and objectives, and how they feel about upholding these items.</i></p>

<p>GUIDE MATCH EFFECTIVE VS INEFFECTIVE MENTORING: PAGE 3</p>	<ul style="list-style-type: none"> • Thank you for your insights. You likely approached wanting to be a mentor because you had some ideas about good and bad mentors, or what qualities make someone an effective or ineffective mentor. • Take a look at your workbook and make some notes about what qualities or skills someone needs to have to be an effective mentor, and what those qualities and things someone might do that would make them an ineffective mentor. <p><i>MPM Note: Give mentors about three to five minutes to make notes in their workbook, then ask them to have a conversation with a partner about what they each wrote and add to their list, before proceeding to the debrief.</i></p>
<p>DEBRIEF</p>	<ul style="list-style-type: none"> • What are some of the qualities and behaviors that make someone an ineffective mentor? • What are the skills, qualities, and behaviors that make someone an effective mentor? • How is Delta Chi set up to create successful mentoring relationships?
<p>TRANSITION</p>	<ul style="list-style-type: none"> • You'll notice that while the mentor program does not have a formal name, the image of martlets can be seen on the cover and is used throughout the branding on your workbook. The martlet is connected as a symbol for the mentor program, because of its connection to the constant quest for knowledge, learning, and adventure. • Much like our mentor program, the martlet is always striving to move forward in pursuit of goals. True mentor relationships flourish when they grow within the context of friendship and respect. That is why Delta Chi is the best place to create these relationships among our members. • We need to create opportunities to support other members of the chapter - our mentees - to balance the personal and professional growth for success.
<p>PHASES OF MENTORING 20 MINUTES</p>	
<p>FACILITATOR TALKING POINT</p>	<ul style="list-style-type: none"> • There are incredible benefits for effective mentor relationships, and part of your role as a mentor within Delta Chi is to support our members in achieving the goals and plans they have set for their academic, professional, and personal lives. • In order to better understand what it means to be a mentor, we are going to review some important research about mentoring and discuss how it applies to our work.
<p>ACTIVITY INSTRUCTIONS</p> <p>GUIDE MATCH PHASES OF THE MENTOR RELATIONSHIP: PAGE 4</p>	<ul style="list-style-type: none"> • There have been multiple research studies done that outline mentor relationships, but there is one that is regularly cited by the other researchers when it comes to mentoring, and that is Kram's study on the Phases of Mentoring. • I'm going to review the basic points of this research with you, and then we are going to put this into practice before we debrief this section together. Turn your workbook to the "Phases of the Mentor Relationship" Page. You'll see a drawing with arrows in a circle, and some space to take notes underneath. I'll tell you what you need to label each stage of the model. • Beginning with the top red arrow, we'll start by discussing the "Initiation Phase." This starts off any mentor relationship (typically lasts about 6-12 months), where a strong positive association is established between mentors and mentees leading to concrete expectations. This phase is where relationships are solidified and mentors/mentees understand each other's needs and expectations. • On the right black arrow, we'll cover the Cultivation Phase." This next step (typically lasting two to five years), it sees the expansion of career and

	<p>personal functions within the relationship, that reaches a maximum level of support and deeper relationship level between the mentor and mentee. This optimizes the benefit of mentoring relationships and is the peak of empowerment for all involved individuals.</p> <ul style="list-style-type: none"> • On the bottom gold arrow, we'll talk about the Separation Phase. This is a period of six months to two years, characterized by significant changes due to structural or personal shifts. This phase can involve some turmoil or reassessment of the value of the relationship as it becomes less central in the mentor and mentee's lives. Typically the mentee has gained more independence or their own expertise. • Finally, the grey arrow on the left should be labeled Redefinition Phase: An indefinite period of time where the relationship either ends or evolves into a new form (usually peer friendship), with diminished career support but continued personal pride. The relationship typically evolves to be one of informal contact and mutual support. <p>MPM Note: Check to see if anyone has any questions about the phases or needs you to repeat anything.</p> <ul style="list-style-type: none"> • I'm going to give you an example of how these phases and relationships regularly display in a Fraternity context so you can understand how they show up, even if you weren't aware of these phases happening. • First, let's consider officer transitions. An example of the Initiation Phase would be if a newly elected fraternity president meets regularly with the outgoing president, establishing expectations and learning about the role and responsibilities. • In this case, the Cultivation Phase could look like over the next term, the outgoing/former president actively coaching the new president through various challenges, such as managing chapter meetings, handling administrative tasks, and addressing conflicts. • As the new president becomes increasingly confident and independent in their role, interactions become less frequent. The outgoing/former president intentionally reduces involvement, stepping back to let the new president lead fully, which would characterize the separation phase. • Finally, both members redefine their relationship and may occasionally reconnect for advice or sharing updates in a more casual, supportive friendship. • Lets talk more about this idea on the phases of mentorship.
DEBRIEF	<ul style="list-style-type: none"> • What phases do you think will be the most relevant during our time as undergraduate members, or show up the most often? • What type of support do you think you can provide while serving as a peer mentor to those you are guiding? • Consider mentors you have in your life right now - what phase do you think you might be in with that relationship? Why do you think that is? • Let's think about if a sophomore member begins to mentor a freshman member, and they have the same academic major, and have started meeting to discuss classes and future plans. What would some behaviors look like for the cultivation stage? What about the separation or redefinition phases?
TRANSITION	<ul style="list-style-type: none"> • Mentoring relationships significantly enhance development for both the mentee (through career and personal development) and the mentor (through their own personal satisfaction and needs) - but as you can see, they should naturally evolve over time.

	<ul style="list-style-type: none"> • It would be a lot of pressure for every mentor to be considered “best friends” with someone they are mentoring, and often people need different support structures from different people. • That is why Delta Chi was intentional in creating a model that developed a group and network for mentors and mentees to benefit the entire chapter as a whole.
MENTOR TYPOLOGY 20 MINUTES	
FACILITATOR TALKING POINT	<ul style="list-style-type: none"> • Everyone has different skill sets that they can bring to being a mentor, and mentees have unique and specific needs that they are looking to achieve from a mentoring relationship. • It's important to explore what kind of mentor you are, and think through areas of your own growth and development.
ACTIVITY INSTRUCTIONS GUIDE MATCH TYPES OF MENTOR RELATIONSHIPS QUIZ: PAGE 5 GUIDE MATCH TYPES OF MENTOR RELATIONSHIPS QUIZ SCORES AND DEFINITIONS: PAGE 6	<ul style="list-style-type: none"> • Before we explain the different types of mentor styles, we are going to take a brief self-assessment to see if you can determine your preferred style. • Turn to your workbook and find the Types of Mentor Relationships Quiz. You will see a series of twelve (12) statements, and will need to rate each one on a scale of 1 - 5 (1 meaning strongly disagree, 5 meaning strongly agree) about how much that statement applies to your usual behavior or style. • Don't score based on what you want to be, but instead based on your actual behaviors. <p>MPM Note: <i>Provide about five minutes for mentors to complete the self-assessment, then proceed to explain how to determine scores on the next page once everyone has completed the self-assessment.</i></p> <ul style="list-style-type: none"> • On the next page, you'll see how to score this assessment, for example, to get the score for “ideal mentor,” you need to add up what you rated for questions one, two, and three to get a total. • How many of you had a preferred style of mentor as ideal? Cheerleader? Friend? How about Teacher? • All of these are helpful types - let's review what they really mean. Can someone who scored highest in the Ideal Mentor read for us the key traits and definition? • You'll notice the “example in action” part of the chart is blank, can you think of an example of how an Ideal Mentor might act when working with a mentee? <p>MPM Note: <i>Repeat the reading and brainstorming examples process for each of the four types of mentors. If there is not a category represented from the results mentors get on the assessment, you should ask someone to volunteer or share the definition yourself.</i></p> <p>Below is the full outline and some ideas of practical examples, if needed:</p> <ul style="list-style-type: none"> • Ideal Mentor <ul style="list-style-type: none"> ○ Key Traits: Role Model, Values-Driven, Inspirational ○ Definition: You lead by example, demonstrating qualities mentees admire and want to follow. You set standards through your own behavior and integrity. ○ Practical Example: Regularly attending chapter events, supporting community service, and upholding high academic standards; Sharing personal and relevant experiences with mentees about overcoming similar challenges. • Cheerleader Mentor <ul style="list-style-type: none"> ○ Key Traits: Encouraging, Positive, Celebratory

	<ul style="list-style-type: none"> ○ Definition: You're the ultimate supporter, always encouraging your mentees and celebrating their achievements, big or small. ○ Practical Example: Publicly congratulating your mentee on social media when they've successfully completed a difficult project or achieved a personal goal; Reminding a mentee about their strengths if they are feeling uncertain or self-doubt ● Friend Mentor <ul style="list-style-type: none"> ○ Key Traits: Trustworthy, Approachable, Supportive ○ Definition: You're a trusted confidant who builds genuine friendships. Your mentoring is informal and relationship-focused, offering emotional support and camaraderie. ○ Practical Example: You've established rapport with a mentee and they are comfortable coming to you with a personal conflict or stressor; You make sure a mentee knows about campus events or activities that might support their personal development plan, and offer to go with them. ● Teacher Mentor <ul style="list-style-type: none"> ○ Key Traits: Structured, Knowledge-Sharing, Practical ○ Definition: You're structured and practical, clearly teaching specific skills or knowledge. You focus on guiding mentees step-by-step toward clear goals. ○ Practical Example: You create a step-by-step guide for your mentee on how to navigate registering for classes or getting set up on the University's career platform; You share specific study techniques or time management methods that have been effective for your own experience.
DEBRIEF	<ul style="list-style-type: none"> ● How might your preferred mentor type influence your interactions with mentees? ● How can you adapt some of the skills from different mentor types? When do you think you may need to use them in your mentor relationships? ● How can Delta Chi support you in practicing being a different type of mentor if you need to increase your score in a certain area? ● While you might have a preferred style as a mentor, what type of mentor do you think you need the most? Why?
TRANSITION	<ul style="list-style-type: none"> ● Mentoring relationships are crucial for recruiting, training, developing, and retaining high-quality members. Mentoring relationships take time to form and develop into a long-term relationship that mutually benefits the individuals involved. ● If our members are willing to invest in creating solid relationships, we are better set up to create a space where members feel like they belong, and where they can achieve their own dreams and plans for the future.
WRAP UP 5 MINUTES	
FACILITATOR TALKING POINT GUIDE MATCH SESSION ONE REFLECTION: PAGE 7	<ul style="list-style-type: none"> ● We have covered a lot of ground in our first session and talked about some key concepts that will help us move forward as we develop additional skills for future sessions. ● Take a few moments and complete the Session One Reflection page in your workbook to gather your thoughts about the lesson. <p><i>MPM Note:</i> Give about two to three minutes for mentors to respond to the reflection questions.</p>

TRANSITION	<ul style="list-style-type: none"> • These sessions will be built intentionally to address different learning styles. You have seen how we have done this so far with individual reflection, group work, and small discussions. • We will continue to use our training sessions to give you not only the information you need to be a successful mentor, but also work on some skills that will benefit your future mentor/mentee relationships. • Thank you all for your time and attention during this session. I'll be here for a few minutes if you have any questions!
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MPM SESSION ONE **NOTES + REFLECTIONS**

- What went well during this session?
- What unexpected challenges came up?
- How did the group respond to the discussion?
- What feedback did I receive from participants (verbal or nonverbal)?
- What would I improve about this session in the future?
- Did I meet the session's learning outcomes? Why or why not?

MENTOR TRAINING | SESSION TWO

ENHANCING ACADEMIC AND CAREER SUPPORT

60 MINUTES

<p>LEARNING OBJECTIVES</p> <p>Participants will be able to...</p> <ul style="list-style-type: none"> • Practice strategies for academic support. • Encourage practical connections between the Fraternity and future careers plans. 	<p>ROOM SETUP</p> <ul style="list-style-type: none"> • Tables/desks with chairs for each participant. A classroom on campus that is centrally located is appropriate. • If choosing to utilize slide decks, a projector and screen or large TV screen should be in the space. <p>SUPPLIES</p> <ul style="list-style-type: none"> • Mentor Training Workbook (printed or digital) • If using printed workbooks, writing utensils should be provided • Prepare list of campus academic support resources
<p>WELCOME AND REVIEW 5 MINUTES</p>	
<p>FACILITATOR TALKING POINT</p>	<p><i>MPM Note: Make sure to take attendance, if required by your chapter.</i></p> <ul style="list-style-type: none"> • Welcome back everyone! Let's get started with a one-word check in. If you had to summarize how you feel about being a mentor in one word, what would you say? <p><i>MPM Note: Make sure that everyone has given a word - you don't necessarily need to go in order. This is a good "pulse check" for you on how the mentors are feeling about the process, and if there's anyone seeming to be unsatisfied, you can make a note to follow up with them later on.</i></p> <ul style="list-style-type: none"> • Thank you all for sharing. I want to quickly debrief the Session One reflection you completed at the end of the last session. Can I hear from three people to share one of their responses? <p><i>MPM Note: Wait for three people to share, and again take note if there's anything concerning shared or it seems like someone is not answering seriously. The purpose of this worksheet is about continued learning.</i></p>
<p>TRANSITION</p>	<ul style="list-style-type: none"> • Thanks again everyone. I hope that this will continue to serve as inspiration for what we've learned so far as we approach today's session. • For Delta Chi, being an ideal member is about upholding our value to assist in the acquisition of a sound education. While this is the most applicable during our time as undergraduate students, we should strive to be lifelong learners. • We also need to inspire our members to strive to achieve Delta Chi's first basic expectation "I will strive for academic achievement and practice academic integrity."
<p>ACADEMIC SUPPORT STRATEGIES 25 MINUTES</p>	
<p>FACILITATOR TALKING POINT</p>	<ul style="list-style-type: none"> • We are going to spend time ensuring that as a future mentor, you have tools and resources you need to help successfully support mentees when it comes to their academic goals and plans.

	<ul style="list-style-type: none"> Some of the strategies and tips we will cover might be a familiar refresher, and others might be new information. The important part here is that we are ensuring everyone has the knowledge they need!
<p>ACTIVITY INSTRUCTIONS</p> <p>GUIDE MATCH ACADEMIC RESOURCE BRAINSTORM: PAGE 8</p> <p>GUIDE MATCH ACADEMIC SUPPORT SCENARIOS: PAGE 9-11</p>	<ul style="list-style-type: none"> During Associate Member onboarding, and probably even during new student orientation, we are made aware of several campus resources that are available to us as students for academic success. Before we dive into the main activity for this part of the session, let's try and brainstorm as many academic support resources we can think of on campus so we have a list in front of us as a reference. You can work individually, in pairs, or as an entire team, but you will have five minutes to list as many academic resources that you can. Go! <p>MPM Note: <i>Set a timer for five minutes. Mentors can work together to write down resources, use technology to look things up about what they can generate on their own, or download resources from a university website. When the timer goes off, ask everyone to share out their lists and make additions as needed if they hear resources they did not think of during their brainstorm.</i></p> <p>You will need to have a list of resources prepared in advance to assist with the discussion. Typical resources include things like a Writing Center, Math/Science Center, Tutoring, Accessibility or Disability Accommodations, Supplemental Instruction, Academic Advising Center or specific college support services or academic workshops.</p> <ul style="list-style-type: none"> Thanks everyone for participating! Having this list in front of us as a resource is helpful for when we will be working with mentees, but also as we do our next activity. We are going to review some academic-related scenarios that you as a mentor may be asked by a mentee to support. There are five scenarios, and we are going to break into small groups to discuss each one, and then report back on our thoughts. Each scenario will have a brief description, and you and your group will need to determine a campus resource that you could recommend, as well as writing down an actual response you would give in that situation. Think back to the mentor types from our previous session, and what type of mentor each response might need in that moment. You'll need to identify someone from your group to report out what you've decided. <p>MPM Note: <i>You can have mentors get into small groups or count off by fives and have them gather in different parts of the room to discuss their scenario and determine an effective response. They will also need to identify how they would like to report out what they have written to the rest of the group to complete the rest of their workbook. Give mentors up to eight minutes to complete their discussion, but if it seems like people are done, bring them back together to report out sooner. There are some examples of effective responses in the notes after each scenario group is told to share.</i></p> <ul style="list-style-type: none"> Thanks everyone! Can we hear from the group that covered scenario one what their thoughts were about the mentor type and resources to recommend, and how they would respond? <p>MPM Note: <i>The first scenario is listed here for your reference: Jack, a freshman mentee, approaches a mentor committee member, Alex, visibly frustrated and anxious after his third consecutive poor quiz score in his introductory statistics course. Jack has been regularly attending classes but</i></p>

finds it increasingly difficult to understand the professor's explanations and apply the concepts during quizzes. He mentions he's feeling overwhelmed and fears he won't pass the class.

This is an example of someone struggling with course material. An example of an effective response would be if Alex listened with empathy and responded "I understand why you're feeling overwhelmed; stats can be tricky. What if we try attending the weekly tutoring sessions together, or I can help you connect with an upperclassman who did well in that course? Let's make a clear plan to tackle this."

- Great job to this first scenario group. Can we hear from the group that covered scenario two?

MPM Note: *The second scenario is listed here for your reference: Ryan, a sophomore mentee, confesses to a mentor committee member, Ben, that he's consistently falling behind on assignments due to prioritizing fraternity events and social activities. Ryan expresses worry that his slipping grades might threaten his eligibility for chapter leadership roles and negatively affect his overall academic performance.*

This is an example of someone with poor time management skills. An example of an effective response would be if Ben took on a supportive tone and responded "I get it—balancing fraternity life and school can be tough. How about we sit down right now and draft out a weekly schedule together? We'll identify your priorities, put your coursework first, and then figure out which fraternity events you can still comfortably attend."

- Thanks for those insights. Let's hear from scenario three.

MPM Note: *The third scenario is listed here for your reference: Connor, a mentee in his first semester, admits to a mentor committee member, Matt, that he feels embarrassed to ask for academic help from professors or tutors. Connor believes it makes him look incapable or less intelligent compared to his peers, leading him to avoid seeking assistance despite struggling in several classes.*

This is an example of someone who is hesitant to seek academic help. An example of an effective response would be if Matt offered Connor some reassurance by saying "Hey, asking for help actually shows maturity and dedication and is a great way to display our Fraternity values. Even professors expect students to use office hours and tutoring centers, and I use them myself. Why don't I go with you to your first tutoring session? Once you see how helpful it is, it'll get a lot easier."

- I appreciate that approach. Can we hear from scenario four?

MPM Note: *The fourth scenario is listed here for your reference: Chris, a sophomore mentee, confides in a mentor committee member, Luke, about his ongoing stress and uncertainty regarding declaring a major. Chris feels immense pressure to make the right choice, worrying that a wrong decision could negatively impact his future career prospects or disappoint his family.*

This is an example of someone who is having difficulty selecting a major. An example of an effective response would be if Luke acknowledges the concern and offers some tangible guidance by saying "Choosing a major is a big decision, and it's normal to feel stressed. Why don't we discuss the

	<p><i>classes you've liked so far? If there's something you're passionate about, I can introduce you to some of our alumni who work in that field, or we can set up a meeting with your academic advisor to help narrow down your options."</i></p> <ul style="list-style-type: none"> • Those are some great insights. Finally, let's hear from scenario five. <p><i>MPM Note:</i> <i>The fifth and final scenario is listed here for your reference: Tyler, a mentee, admits to a mentor committee member, Jake, that he regularly puts off studying until the night before exams. This habit has resulted in anxiety, poor sleep, and disappointing grades, despite Tyler being otherwise bright and engaged in classes. He expresses frustration over his inability to break this habit.</i></p> <p><i>This is an example of procrastination and exam preparation. An example of an effective response would be if Jake responded with empathy and said "I know how stressful last-minute cramming can be. Let's try breaking down your study sessions into smaller, manageable chunks leading up to exams. I can help you set daily goals, and we'll check in regularly to ensure you're staying on track. Sounds good?"</i></p> <ul style="list-style-type: none"> • Great work - let's debrief this entire activity together.
DEBRIEF	<ul style="list-style-type: none"> • Were these scenarios realistic? Why or why not? <ul style="list-style-type: none"> ◦ <i>If not: what would need to be included to make them more realistic for our chapter?</i> • Where are you currently succeeding academically? How can you be a resource to others with this success? • Why is it important to have academic support conversations in a Fraternity setting?
TRANSITION	<ul style="list-style-type: none"> • There is an important connection between academic learning, skills developed in a fraternity environment, and your future career. • So much of what we learn in the classroom is helpful for our on-the-job needs, but what Delta Chi offers is the chance to build those highly desired transferable skills for a fully developed out of classroom experience.
CAREER EXPLORATION AND SUPPORT 25 MINUTES	
FACILITATOR TALKING POINT	<ul style="list-style-type: none"> • Part of being a successful student is not just showing up in the classroom, but in taking ownership of how what you are learning will influence your future career. It's also about doing what you need to do with administrative tasks and finances to get through to graduation and that first job. • It's also about building those connections and networks - which Delta Chi is primed to help support.
ACTIVITY INSTRUCTIONS	<ul style="list-style-type: none"> • One of the goals of this mentor program is to help our mentees (and ourselves) become not just better fraternity members, but more prepared for life after college. Career readiness isn't just about résumés and internships, but it's also about building the skills employers are already looking for. • Before we jump into career readiness, take 30 seconds and think about something you've done in Delta Chi that you think might impress an employer because you've developed a real-world skill. <p><i>MPM Note:</i> <i>Pause for a few responses, try to limit to no more than two or three in the interest of time.</i></p>

TRANSITION	<ul style="list-style-type: none"> • I would encourage you to keep this map and revisit it again in the future, as it will likely change and develop over time. • If your mentee might be struggling to figure out next steps in a career, this is also a good place to revisit as a resource to showcase how Delta Chi can be beneficial for our members and their future employers.
WRAP UP 5 MINUTES	
FACILITATOR TALKING POINT GUIDE MATCH SESSION TWO REFLECTION: PAGE 14	<ul style="list-style-type: none"> • We've talked about a lot of support resources for academics, and focused on how the Fraternity is a place to develop and grow transferable skills for a future career. • Take a few moments to gather your thoughts and complete the Session Two Reflection page in your workbook. <p><i>MPM Note: Give about two to three minutes for mentors to respond to the reflection questions.</i></p>
TRANSITION	<ul style="list-style-type: none"> • I hope that this session was beneficial to help you think about academic skill building and career support in a different way. As a part of the mentor committee, you are not expected to be all things to all of our members. But I will challenge you to really start having conversations focused on academics and career readiness with mentees and other members. • This could be about majors, internships, résumés, or even how their fraternity experience connects to future jobs. You might even be the connector for someone within the Fraternity's larger network. • As a mentor, you do take on a higher role within our organization representing what it really means to be an MVP brother. • In our next session, we will explore more about our values and how we can support our members to achieve the call to action set forth in our Ritual, which is publicly expressed by our values. • I'll be here if you have any pressing questions, thank you for your time!

MPM SESSION TWO **NOTES + REFLECTIONS**

- What went well during this session?
- What unexpected challenges came up?
- How did the group respond to the discussion?
- What feedback did I receive from participants (verbal or nonverbal)?
- What would I improve about this session in the future?
- Did I meet the session's learning outcomes? Why or why not?

MENTOR TRAINING | SESSION THREE

ENHANCING FRATERNITY SUPPORT AND VALUES

60 MINUTES

<p>LEARNING OBJECTIVES</p> <p>Participants will be able to...</p> <ul style="list-style-type: none"> • Define the different available networks and systems for personal and fraternity support. • Explicitly connect fraternity values to core mentoring skills. • Highlight how the mentoring program is a reflection of mutual support and growth. 	<p>ROOM SETUP</p> <ul style="list-style-type: none"> • Tables/desks with chairs for each participant. A classroom on campus that is centrally located is appropriate. • If choosing to utilize slide decks, a projector and screen or large TV screen should be in the space. <p>SUPPLIES</p> <ul style="list-style-type: none"> • Mentor Training Workbook (printed or digital) • If using printed workbooks, writing utensils should be provided • Optional: Whiteboard and expo markers, chalkboard and chalk, and/or flipchart and makers
<p>WELCOME AND REVIEW 5 MINUTES</p>	
<p>FACILITATOR TALKING POINT</p>	<p><i>MPM Note: Make sure to take attendance, if required by your chapter.</i></p> <ul style="list-style-type: none"> • In our last session, we covered the importance of mentoring within our chapter to support their academic and professional goals. These are two areas that Associate Members focus on when creating their personal development plans. • Can we quickly go around the room and share a brief key takeaway from either the first or second session? What is something you've learned that you already want to put into practice? <p><i>MPM Note: Make sure that everyone has given a brief reflection - you don't necessarily need to go in order. This is a good "pulse check" for you on how the mentors are feeling about the process, and if there's anyone seeming to be unsatisfied, you can make a note to follow up with them later on.</i></p> <ul style="list-style-type: none"> • The third area of that plan is what we will be focusing on for this session, and that is on personal and Fraternity development. We need to explicitly connect the Fraternity's values with mentoring, as this is the next evolution of Delta Chi and developing stronger and safer relationships for members.
<p>TRANSITION</p>	<ul style="list-style-type: none"> • In this session, we are going to highlight the importance of peer mentoring as it relates to decreased power dynamics, ongoing developmental support, and mutual growth. • You may think that the mentor program is just "re-labeling" the former Big Brother program, but as you can tell from your training so far, this is not true. • The way that mentorship operated within Delta Chi had to change in order to evolve with the needs of today's student, and to know that the responsibility for growth and development should not be the sole responsibility of one member, but of the collective chapter. • This continues to showcase a great advantage of membership in Delta Chi, and will build on a cornerstone for our future.

FRATERNITY SUPPORT NETWORKS | 25 MINUTES

FACILITATOR TALKING POINT	<ul style="list-style-type: none"> • Sometimes our members might be struggling and just want to grow in a new way. The hardest part is not what they need, but often more about who they need to talk to and where they should go to get started. • As a mentor, you are someone that mentees are told to turn to, but you don't have to be responsible for knowing everything. You just need to know what direction to point them in.
ACTIVITY INSTRUCTIONS GUIDE MATCH SUPPORT NETWORK IDENTIFICATION: PAGE 15	<ul style="list-style-type: none"> • In order to better understand how we can work towards the future of the Fraternity, and help you as a mentor support mentees in working to that goal, we are going to work on a mind map activity. • If you're not familiar, mind maps are visual thinking tools that help structure information, brainstorm ideas, and improve understanding. Turn to your workbook and find the Support Network Identification page. • Mind maps start with a central idea, in this case, you should label the middle circle of your mind map "Fraternity Support." • Around that, there are lines and branches coming off of that central idea. For this exercise, you should think about support in two ways, both the levels of support (think about local, regional, campus, international, and community levels in your brainstorm). • We also want you to think about the types of support - the people, programs, and experiences or resources. • Your goal is to build out as many meaningful support touchpoints as you can. Think about real people, events, and services that you or your mentees can turn to when you or they might need help or guidance. • Take a few minutes to work through your mind map individually, and then we'll work together to complete a mind map together. If you get stuck, think about where you go to when you're stressed, stuck, or are looking for leadership opportunities or think about events or programs that have helped you grow. • You are not going to be graded on this map or asked to submit it. This is a personal tool to help you think through what resources surround us in Delta Chi, and we will build a larger resource map together. <p><i>MPM Note: Provide about eight minutes for mentors to work through their mind map. If you notice that they wrap up early, you can bring them back together. If you have access to a whiteboard and expo markers, chalkboard and chalk, or flipchart and markers, it is recommended that you pull the group together to make one example mind map - if not, you can proceed to asking mentors to record new things they hear in their workbooks.</i></p> <ul style="list-style-type: none"> • Let's talk through everyone's mind map together. What are the categories that everyone has identified as the support structures? <p><i>MPM Note: You already have examples for some categories of structures above. Some others might be the local community</i></p> <ul style="list-style-type: none"> • Starting with the first category <i>[insert name]</i>, let's list all of the sub branches from those. <p><i>MPM Note: Go through all category examples and ask for subbranches until you run out of topics. You may also offer some additional examples that aren't shared. Below are some ideas of levels of support and examples:</i></p> <ul style="list-style-type: none"> - <i>Local: Officers, "BB" - Chapter Advisor, Alumni Board of Trustees, House Corporation, Regional/International: Alumni, Vice Regent, Regent, Executive Committee, International Committees</i>

GUIDE MATCH SUPPORT NETWORK RANKING: PAGE 16	<ul style="list-style-type: none"> - Campus Support: Fraternity/Sorority Advisor, Interfraternity Council, Other fraternities / sororities, Student Government, Student organizations, Career Center, Academic Support Services - IHQ Support: IHQ Staff, Delta Chi Foundation, Barrister House Corporation, Regional Leadership Academy, International Convention, V Foundation for Cancer Research, Dale Carnegie - Local Community: Neighbors, Service Partners, Parents / Families <ul style="list-style-type: none"> • Thank you. This is a very comprehensive list of all the support networks that exist for our chapter. • Let's take this one step further. Think about these current categories of networks that we have identified. Consider the areas where relationships are currently the strongest for our chapter, and where we need to improve. • On the next page in your workbook, list these in the order that you think showcase our strongest relationships at the top, with our ones in need of areas of improvement at the bottom. Then answer the two questions for each category: why did I rank this at this place in my list? How does our chapter currently interact with this support area? <p><i>MPM Note: Give mentors about five minutes to go through their workbook page, then bring everyone back together to debrief.</i></p>
DEBRIEF	<ul style="list-style-type: none"> • What are some items that you rated as our strongest relationships? Why did you place them high on your list? • What was something on someone else's map that surprised you, or that you didn't include but found valuable? • What is an example of a fraternity support resource that you feel confidence in helping guide a mentee to access? • What's one support resource that you wish you had utilized earlier in your Delta Chi membership? • How can you introduce a mentee to a new support resource as you work to develop your relationships?
TRANSITION	<ul style="list-style-type: none"> • It's important to think through all of the many people and systems that are resources for our chapter, but also for you as a mentor. There are plenty of opportunities to continue engaging relationships with these and probably even more networks that we may have missed. • Members you work with may not ask for these resources, but now you will be ready and prepared if they do! • As we continue to evolve as a chapter and as a Fraternity as a whole, reminding ourselves of the reasons behind our organization will be critical. • You've just explored where our members can go for support within the Fraternity. Now let's explore how you as a mentor can bridge the gap between those resources and our values.
MENTOR SKILLS THAT CONNECT TO FRATERNITY VALUES 25 MINUTES	
FACILITATOR TALKING POINT	<ul style="list-style-type: none"> • The evolution of mentoring within Delta Chi is a direct response to decreasing any power dynamics that previously existed with other programs or events, to focus on mutual support and growth. • Advancing justice means that supporting this new model is the right thing for current and future brothers - and we need to be leaders and champions to build a member experience of which every Delta Chi can be proud.
ACTIVITY INSTRUCTIONS	<ul style="list-style-type: none"> • We've talked a lot about what makes a great mentor, and the values that we expect members of Delta Chi to showcase - this next activity will bring those two concepts together.

<p>GUIDE MATCH CORE MENTORING SKILLS: PAGE 17</p> <p>GUIDE MATCH PREAMBLE / ELEVEN BASIC EXPECTATIONS: PAGE 1</p> <p>GUIDE MATCH MENTOR CODE STATEMENTS: PAGE 18</p>	<ul style="list-style-type: none"> • As a mentor, you have the ability to truly put our values into action. We are going to work together to build a Mentor Code that captures how our values show up in the actions and mindset of a strong mentor. • Here's how this will work: Turn to your workbook and find the Core Mentoring Skills definitions. You are going to be challenged to create at least three (3) statements that describe what a Delta Chi mentor does, and how they live our values through mentor actions and skills - essentially, pairing one value with one mentoring skill. • If you need a reference, our preamble and 11 Basic Expectations are listed on the front cover of your workbook. • These statements should be written in a style like "As a mentor, I honor and display [value] by [core skill]." For example, "I display compassion and understanding as a mentor by practicing active listening with my mentees." • I would encourage you to try making these connections first before trying to draft your statements. <p>MPM Note: You can decide, depending on the size of your group, if you would like them to complete this task individually or in small groups of three to five members. Give them about eight minutes to write out at least three statements making connections between the Fraternity's values and the core skills needed to be a mentor. If they finish early, there is a reflection question at the bottom of the workbook page: "Think back to the support networks you identified in the last activity, how can you create a code statement that would also incorporate one of those groups?"</p> <ul style="list-style-type: none"> • Let's hear from a few groups - who is willing to read one of your mentor code statements out loud? <p>MPM Note: If individuals are struggling, below are a few additional sample statements:</p> <ul style="list-style-type: none"> - We encourage assisting in the acquisition of a sound education as a mentor by opening doors and networks to campus resources. - Delta Chi members know the ideals expressed in our Ritual, and incorporate them into everyday life as a mentor by being an inspirational leader for others. - I promote friendship by building trusting relationships with mentees. <ul style="list-style-type: none"> • Thank you all for sharing your statements - some of these are truly inspiring. Let's process this activity together and get a deeper sense of this process.
<p>DEBRIEF</p>	<ul style="list-style-type: none"> • Which value was easiest to connect to a mentoring skill? Which was more challenging (or that we noticed was not used)? • What code statement did you develop that felt the most personal to your experience? Why is that? • What was a statement that someone else shared that really resonated with you? Why did you find it to be valuable? • What is one way you will try to model this code for our members? • How do these code statements model real scenarios that you would need to demonstrate our fraternity values through mentoring? • How can we continue to create ongoing peer support structures in a safe and healthy way? • How does mentoring directly contribute to the sense of belonging members feel? How does it contribute to recruitment and retention of members?
<p>TRANSITION</p>	<ul style="list-style-type: none"> • These statements you just created aren't just for today, they are guideposts for how we carry ourselves as mentors. You can use this to stay grounded

MPM SESSION THREE **NOTES + REFLECTIONS**

- What went well during this session?
- What unexpected challenges came up?
- How did the group respond to the discussion?
- What feedback did I receive from participants (verbal or nonverbal)?
- What would I improve about this session in the future?
- Did I meet the session's learning outcomes? Why or why not?

MENTOR TRAINING | SESSION FOUR

NAVIGATING CHALLENGES AND DIFFICULT CONVERSATIONS

60 MINUTES

<p>LEARNING OBJECTIVES</p> <p>Participants will be able to...</p> <ul style="list-style-type: none"> • Identify wellness resources on campus and within the community. • Demonstrate practical application of active listening techniques. • Practice conflict resolution skills. • Prepare to deliver constructive feedback. 	<p>ROOM SETUP</p> <ul style="list-style-type: none"> • Tables/desks with chairs for each participant. A classroom on campus that is centrally located is appropriate. • If choosing to utilize slide decks, a projector and screen or large TV screen should be in the space <p>SUPPLIES</p> <ul style="list-style-type: none"> • Mentor Training Workbook (printed or digital) • If using printed workbooks, writing utensils should be provided • List of wellness or support resources on campus or within the community.
<p>RESOURCES FOR COMMON CONCERNS 15 MINUTES</p>	
<p>FACILITATOR TALKING POINT</p>	<p><i>MPM Note: Make sure to take attendance, if required by your chapter.</i></p> <ul style="list-style-type: none"> • Welcome back everyone - I want to do a quick check in. At the end of your session three reflections, you were asked to try and summarize your mentor code statements into a mentor motto. Can I have three volunteers who might be willing to share what they wrote? <p><i>MPM Note: Wait for three mentors to state their mottos, and affirm after they have been shared.</i></p> <ul style="list-style-type: none"> • Thank you for sharing those mottos - I hope that they will help to be a guide for our final training session today.
<p>ACTIVITY INSTRUCTIONS</p> <p>GUIDE MATCH DELTA CHI CAMPUS ASSISTANCE PROGRAM: PAGE 20</p> <p>GUIDE MATCH WELLNESS SUPPORT RESOURCE REVIEW: PAGE 21</p>	<ul style="list-style-type: none"> • We've covered some campus and community resources for academic and career support both on campus and within our community, but before we dive into the main content of today's session, it's important to spend time ensuring that as a mentor, you are aware of additional services that you may utilize in supporting our members. • Delta Chi has a resource available if you are having any issues, or if you're concerned about someone else, and it's known as the Campus Assistance Program. You can read more about it in your workbook - and I'd encourage you to put the phone number in your phone now, or bookmark the webpage and save the log in information now. • The CAP provides private and free services, and all members get up to three sessions at no cost via phone, video, or text. The important point here is that as a mentor, you aren't a mental health professional, and in some cases the best thing that you can do is get someone connected to support that they need. • Our University also has several resources available to support all dimensions of wellness. Let's take a few minutes just to brainstorm these together on the Wellness Support Resource Review in your workbook

	<p><i>MPM Note: Provide about five minutes to give mentors a chance to think through what wellness resources might be available. It is up to you if you want to have people work individually, in small groups, or as an entire team. You will need to have some of this information in advance - be sure to include your campus or community mental health resources and/or counseling center and psychological services. Be sure to share where they are located, and what, if any, services are free to students. Consider physical wellness resources like an on-campus gym or fitness classes, a student food pantry, or things like a Career Center "career closet" to get outfits for interviews or formal events if available. You may also want to include any student resource centers (ex. Veterans Support, Interfaith Center, LGBTQ+ Center, Multicultural Support Services) if available on your campus or in your local community as additional resources for mentors to have knowledge of in order to make appropriate referrals or connections.</i></p> <ul style="list-style-type: none"> • Thank you all for helping to generate this list for support resources - I'm sure there will be more that we consider and add to this list! Let's talk about some of these in more detail and their importance.
DEBRIEF	<ul style="list-style-type: none"> • Why is it important to be aware of the different resources available to our members? • What is your reaction to considering a broader definition of wellness - and considering being healthy as part of physical, mental, emotional, and other forms of wellness? • Why should we continue to have these conversations in a Fraternity setting?
TRANSITION	<ul style="list-style-type: none"> • It's important to have an awareness of campus or community resources - because you cannot be expected to be an expert on all things, but you can help support our members to make connections with the experts! • If a mentee shares something concerning (like a mental health issue, substance misuse, or real academic distress), you don't have to "fix" it. Use what you know about our campus, and share a relevant resource to see if they've thought about using it. • Before you are able to make any important referrals or connections, if you're concerned about a member, you need to have some foundational skills to first listen to their concerns, and then work to resolve any conflicts.
ACTIVE LISTENING TECHNIQUES 20 MINUTES	
FACILITATOR TALKING POINT	<ul style="list-style-type: none"> • Effective communication is one of the most important keys for success in any relationship - often, how we choose to communicate with each other is more important than what we are actually trying to share. • We need to approach communication as a mentor to seek to understand and ensure we comprehend what is being shared with us, and our mentor conversations are best done in person. Facilitating a conversation and asking appropriate questions are critical, but the most important part of any communication skill is to listen. • When we are having conversations - are we actually listening, or just hearing and waiting to respond. Active listening is purposeful and requires attention, focus, and effort.

ACTIVITY INSTRUCTIONS

GUIDE MATCH

ACTIVE LISTENING -
BUILD MODEL: PAGE 22

GUIDE MATCH

ACTIVE LISTENING -
OARS METHOD:
PAGE 22

- We're going to review two concepts as it relates to active listening, and then give you a chance to practice with one another.
- First, turn to your workbook and find the Active Listening page - you'll see an outline of the BUILD model for active listening techniques. This is an easy way to remember the parts for active listening, by paying attention to your body language, seeking to understand, not interrupting, looking them in the eye, and creating empathy by remembering "don't judge."
- A part of active listening - and seeking to understand - is asking good questions and seeking to understand. This allows for insight into the information you might need. You'll also see an outline in your workbook of a motivational interviewing technique known as the OARS method.
- This first involves asking **open questions** - things invite someone to reflect before answering and encourage them to elaborate. This encourages the person you're speaking with to do most of the talking while you actively listen. Questions like "Why," "How," or even a statement like "Tell me more about..." would apply. Think about how different it would be for you as a mentor in a conversation if you asked a Closed or "Yes/No" response question of "Is your personal development plan done?" versus something more open like "Tell me about the progress you're making on your personal development plan."
- Next, you want to think about **affirming** what has been shared with genuine appreciation and positivity - and not making it about you. If a member is sharing about progress on their personal development plan, but maybe they've hit a roadblock, an affirming statement would be something like "I can tell this is really important to you."
- Another key component is **reflective listening** and confirming the emotions that someone is expressing - it demonstrates that you're genuinely interested in what's being said and helps to establish trust, but is also a way to ensure understanding. This can be done by mirroring what the person is saying, or rephrasing in your own words. If a member shares a setback with their plan, you can offer a response like "It sounds like it's been really challenging for you to achieve this goal." And then, wait for a response - they will tell you if that kind of statement is correct verbally or nonverbally.
- Finally, you can **summarize** to transition to a different part of the conversation, often by paraphrasing key points from the conversation to then move onto another open ended question. For example "I want to make sure I'm understanding you correctly. It appears that you've had a lot of stress lately and are worried about achieving your plan by the deadline. How do you want to think differently about those deadlines?"
- Let's try putting the BUILD model and the OARS method into practice with a quick exercise.
- You're going to get with a partner, and decide who will be partner A and who will be partner B. I'll provide a quick prompt, and partner A will have 90 seconds about that prompt, while partner B must work through the BUILD model by actively listening. At the end of 90 seconds, partner B will have to then begin using the OARS method to better understand what was shared for another 90 seconds. Then, I'll give you a prompt to switch roles and repeat the activity. Are there any questions before we begin?

MPM Note: This works with an even number of mentors. If you have an odd number, you should ask someone to be an observer to be able to provide feedback on how well partners did with active listening through the BUILD model and OARS method.

For the first rotation, Partner A as the speaker should describe a moment when they felt most connected to the Fraternity, and why it mattered to them. Give a prompt after 90 seconds for when Partner B should begin to be

	<p><i>part of the conversation, and then another prompt after 90 seconds has passed.</i></p> <ul style="list-style-type: none"> • Before we switch partners, please give some feedback to one another. Share the strengths you noticed in your partner's listening that went well, and give specific details on how anything could be improved. <p><i>MPM Note: Call everyone back to attention after a few moments of feedback. Then, ask Partner B to speak about how it feels to be selected to serve as a mentor in the chapter, and any hopes or worries they have about the role. Provide a prompt after 90 seconds for when Partner A should begin to be part of the conversation, and then another prompt after a final 90 seconds to have everyone return to their seats so that you can debrief the experience.</i></p> <ul style="list-style-type: none"> • Before we debrief, once again, let's practice giving feedback. What went well with listening, and what could specifically be improved? <p><i>MPM Note: Call everyone back to attention after a few moments of feedback, and ask them to return to their seats.</i></p>
DEBRIEF	<ul style="list-style-type: none"> • How hard was it to not respond and just actively listen? • How often do we start to think about our reply before the person is done speaking? Why do you think that is? • What did it feel like to have someone truly listen to you? • Why might a mentee benefit from having this kind of focused attention? • What is one strength you feel that you already have as a listener? What is something you want to build?
TRANSITION	<ul style="list-style-type: none"> • Listening is a fundamental mentoring skill, and is needed to handle many conversations that are both basic and challenging. Sometimes the members you are working with might not know how to talk about something deeper, or they might be hesitant to open up. That's okay - part of your role as a mentor is to listen, ask questions, and be someone they trust over time. • Using these techniques will take practice as you continue to develop your skills with active listening, but by engaging in these practices, we can better contribute to creating a brotherhood where we feel fully understood by one another to achieve our goals.
CONFLICT RESOLUTION AND FEEDBACK SKILLS 20 MINUTES	
FACILITATOR TALKING POINT	<ul style="list-style-type: none"> • So much of your role as a mentor will be not only about listening to our members, but about providing feedback in a number of forms. • Sometimes this feedback may be about getting someone connected to resources, and in others, it can be focused on resolving a personal or group conflict. The active listening skills we've just talked about will be beneficial, but we are going to take this one step further.
ACTIVITY INSTRUCTIONS	<ul style="list-style-type: none"> • Providing feedback is often a two-way street, because someone not only needs to give feedback, but someone else needs to receive it. When giving feedback you need to ensure it's constructive, specific, and balanced. • In thinking about the last activity we did, we want to help one another improve our active listening skills, so it might be helpful to share an observation you made about someone's body language. However, saying "you didn't make good eye contact" is not as helpful as "you were scanning around the room and kept looking down at the floor while I was talking."

GUIDE MATCH
CONFLICT STYLES
ASSESSMENT:
PAGES 23-24

- When receiving feedback, it can be easy to get defensive - so focus on what is being said instead of the person giving it - and if needed, ask for specifics if the feedback isn't clear." Then, thank the person for providing their insight.
- This is obviously how giving and receiving feedback happens in the ideal circumstances. Everyone should be open and willing to have this insight, but we know from our reality that often is not the case, and this is where conflict can sometimes arise.
- Most people think that conflict can be a negative thing, but healthy conflict can result in growth, learning, and understanding. Conflict itself is normal, and we all have different ways that we approach conflict.
- To help strengthen your own self-awareness and growth, let's do a quick assessment to understand and identify your natural tendency when faced with conflict, found in your workbook, which is based on the Thomas-Kilmann Conflict Mode Instrument (TKI).
- Take a few moments to complete the survey and transfer your scores - we'll then spend time reviewing each of the styles.

MPM Note: Provide time for mentors to complete the brief assessment. Pay special attention to adding up their total score for each of the five conflict styles. For example, to get their "collaborator" score, they need to add up the score response they gave to questions one, five, and seven. It should be a number between 3 and 12. If they've finished up before others, they can begin to read about the different conflict styles in their workbook.

GUIDE MATCH
CONFLICT STYLES:
PAGES 24-25

- When you look at your scores, you probably want to know what the "correct" answers are, but in the case of conflict, there isn't a right or wrong answer. All five methods are useful in some situations, because each represents a set of useful social skills. You don't just have one way to deal with conflict, but you certainly have a preferred method.
- If you haven't already, take a few moments to review the definitions of the five different conflict styles. Then, I'm going to read out a few different scenarios, and I want you to try and identify the style.
- Here's the first one: Two members, Ryan and Malik, are roommates. Ryan has early morning classes and likes to go to bed early, while Malik doesn't start until the afternoon and will stay up late gaming with friends. After a few nights of frustration, Ryan approaches Malik to talk it out. Together, they agree to move any gaming to a common area in the house after 11 pm to Ryan and sleep, but Malik still gets social time. What style is used here?

MPM Note: The answer is Collaborating. If you have time, ask as follow up to share what skills the members used to reach a win-win solution.

- Next up: Sam, the "E," notices that Ben hasn't been shown up to a committee meeting in three weeks. Sam is annoyed, but doesn't say anything, assuming something important must be going on with Ben. Sam picks up the extra work to avoid any awkward conversations. What's happening here?

MPM Note: The answer is Avoiding. If you have time, ask as follow up to brainstorm what could happen long-term if this style continues.

- Here's another one: During a chapter meeting, Diego argues that some funds leftover in the budget from a service event should be repurposed towards formal in a few weeks. Alex, the Service Chair, pushes that the money be used for another service event or donated to the service partner instead. Diego speaks forcefully, sharing that there wouldn't be time for another

TRANSITION	<ul style="list-style-type: none"> • This training has covered the different stages of mentoring and types of mentors, and helped connect you with resources for academic and career support. • We've directly connected the Fraternity's values with the goals and purposes of mentoring, and showcased the vast number of support systems available at the local, regional, and international level. • Finally, we've covered resources for overall wellness, worked on some foundational skill building as it relates to active listening and conflict styles. • While this completes your initial mentor training, the real work will begin. None of us are expected to be perfect at being a mentor right away, or at all, we'll continue to practice these and other skills at Mentor Committee Meetings. • From here, you'll hear from me about a schedule of mentor committee meetings so that you can get up to speed with the current members to review needs and work through group mentor assignments together as you get started - and we'll review how check-in meetings can be structured. • During that session, we'll review some of the administrative expectations and as your Mentor Program Manager, I'll share any continuing education opportunities I'm working on to support regular skill building for you and the rest of the committee members. • Thank you for answering the call to be a mentor and be a cornerstone to support the strength of our brotherhood.
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MPM SESSION FOUR **NOTES + REFLECTIONS**

- What went well during this session?
- What unexpected challenges came up?
- How did the group respond to the discussion?
- What feedback did I receive from participants (verbal or nonverbal)?
- What would I improve about this session in the future?
- Did I meet the session's learning outcomes? Why or why not?

APPENDIX | **SAMPLE AGENDA**

Below is a sample agenda for what the first meeting of the Mentor Committee should look like after new mentors have joined, or after any mentors have graduated and mentor assignments need to be revisited. Every committee meeting should include a professional development or skill building opportunity for mentors, along with a review of any positives or concerns for chapter members.

MENTOR COMMITTEE MEETING AGENDA

Month Day, Year | Location

- A. Meeting Called to order at [HH:MM AM/PM]
- B. Attendance / Roll Call
- C. Professional Development Lesson / Skill Building Opportunity
- D. Mentor Program Manager Report
 - a. Welcome of newly trained mentors
 - b. Check-In Meeting Report Updates
 - c. Review of New Group Mentor Assignments
 - d. Calendar of professional development events for continued learning.
- E. Committee Member Reports
- F. Advisor Report
- G. General Announcements
- H. Meeting Adjourned at [HH:MM AM/PM]

APPENDIX | **SAMPLE APPLICATION**

Delta Chi's Mentoring Program is based around the idea of peer group mentoring. Mentors must meet specific eligibility requirements to be selected. They then must complete four training sessions before they can officially join the Mentor Committee and support multiple chapter members as a mentor. Mentors are only assigned to fully initiated members, with the primary purpose of helping members achieve the personal development plan they drafted during their time as an Associate Member.

Name:

Major(s):

Minor(s):

Current GPA:

Class Rank: Freshman, Sophomore, Junior, Senior

Hometown:

Intended Career / Career Field:

Current Chapter Involvement (ex. Officer roles, committees):

Current Campus Involvement (ex. Student organizations):

Current Community Involvement (ex. Volunteer work):

Describe any current student employment or internships you have:

Why are you interested in being a mentor?

How would being a mentor strengthen your skills and your professional development?

How much time and energy are you willing to commit to developing mentoring relationships?

Why should you be selected as a mentor?

APPENDIX | MENTOR SELECTION NOTICES

Use for applicants selected as mentors:

Welcome to the Mentor Committee!

Hi [First Name],

I'm excited to share that you've been selected to serve as a Mentor as part of our chapter's new Mentor Program and Committee!

Your commitment to growth, support, and leadership made you stand out, and I know you'll be a strong resource for our brothers as they navigate their Delta Chi experience. This program is all about making meaningful connections, building future-ready skills, and living out our values through mentorship.

Mentor Training will take place on:
[Date(s)] at [Time] in [Location or format]

This is required for all selected mentors. We'll cover everything from mentoring skills to important resources, and you'll leave feeling ready to make an impact.

If you have any questions before then, just let me know. I'm looking forward to seeing you at training and starting strong together.

ITB,
[Your Full Name]
Mentor Program Manager
[Chapter Name], Delta Chi Fraternity
[Email] | [Phone, if applicable]

Use for applicants NOT selected as mentors:

Thank You for Applying to Be a Peer Mentor

Hi [First Name],

Thank you so much for applying to be part of our chapter's new Mentor Committee. We had a strong group of applicants, and while you weren't selected this round, I want you to know your interest and initiative did not go unnoticed.

This doesn't reflect your value or your potential, we simply had more applicants than available spots. There will be future opportunities to apply again, and we'd absolutely encourage you to do so if you're still interested.

In the meantime, there are still many ways to be a leader and support others in the chapter. If you'd like to explore other ways to get involved, or want feedback for next time, I'm happy to connect.

Thanks again for stepping up and showing care for our brotherhood.

ITB,
[Your Full Name]
Mentor Program Manager
[Chapter Name], Delta Chi Fraternity
[Email] | [Phone, if applicable]

APPENDIX | CHECK IN MEETINGS

Mentors and mentees should have regular meetings to facilitate meaningful dialogue, support progress on personal growth plans, proactively manage challenges, and strengthen the mentor/mentee relationship.

Recommended Check-in Frequency:

- Initial Month: Weekly for 30-45 minutes (to establish rapport and consistency)
- After First Month: Bi-weekly or as needed (maintain engagement, monitor goal progress)
- Remaining time: At least monthly once mentorship is established, with flexibility based on mentee's needs (ex. High stress times like final exams, applications/interviews, etc.).

All meetings should follow a similar format and interactions should be recorded on a mentor/mentee meeting tracker or similar form to be submitted to the Mentor Program Manager or discussed during Mentor Committee meetings.

Check-in Meeting Structure/Outline:

- General Check-In: Ask about how everything is going for one another, and share anything new/exciting.
- Personal Growth Plan Review and Progress Updates: Review and revisit the goals and items set within the mentee's personal growth plan, discussing successes, challenges, and any revisions that may be needed. Mentors should share observations and feedback, as well as making and relevant connections to campus, fraternity, or community resources for plan achievement.
- Structured Reflection: Each meeting should end with brief reflection questions to help mentees connect their experiences to personal growth:
 - "What have you learned recently through your fraternity experience that helps with your academic or professional goals?"
 - "How is your involvement in Delta Chi enhancing your college experience overall?"
 - Seek any feedback for the mentor from the mentee regarding the relationships and if needs are being met or if meetings / communication needs should be adjusted.
- Agree on the time, date, and location of the next meeting and clearly outline next steps to be achieved prior to that session.

Mentors should submit documentation to the MPM after each meeting using a structure submission and form to verify that check-in meetings are occurring at the recommended frequency and rate.

APPENDIX | **SAMPLE TIMELINE**

Below is a sample timeline to implement the mentor training program within a chapter based on the suggested timeframes for this program, based on a semester schedule of fifteen weeks.

Timeframe	Activity
Weeks One & Two	Mentor Program Manager should open applications for new mentors and advertise to eligible members
Week Three	Applications are reviewed by MPM and current committee members and selections made.
Week Four	Notifications sent to selected mentors with information on how to confirm, notifications sent to non-selected candidates with gratitude for interest
Week Five	Mentor Training - Session One Current committee members meet and hold check-in meetings
Week Six	Mentor Training - Session Two Current committee members meet and hold check-in meetings
Week Seven	Mentor Training - Session Three Current committee members meet and hold check-in meetings
Week Eight	Mentor Training - Session Four Current committee members meet and hold check-in meetings
Week Nine	New Mentors Begin to Attend Mentor Committee Meetings to understand operations for Mentor Committee Orientation Meeting
Week Ten	Mentor Team Assignment Review or Re-Assignment as Needed (see below for suggestions on possible groupings)
Week Eleven	Check In Meetings / Mentor Committee Meetings
Week Twelve	Check In Meetings / Mentor Committee Meetings
Week Thirteen	Check In Meetings / Mentor Committee Meetings
Week Fourteen	Check In Meetings / Mentor Committee Meetings Recognition/Celebration Event for Graduating Mentors
Week Fifteen	Final Exams

APPENDIX | **SAMPLE STRUCTURE**

Suggestions to on methods to select mentor groups:

- Academic major/concentration and/or college
- Geographic home location or current living situation (ex. Those who live in the same area of campus)
- Values preferences based on AM program values sort activity or personality assessment
- Shared interests/activities (ex. Sports teams, hobbies, etc.)
- Last name or birthday month
- Random number/name generator

Example: A chapter has 6 members on the Mentor Committee (1 Mentor Program Manager and 5 Mentors), and 20 additional members split between second, third, and fourth year and 15 new initiates (first years):

Mentor Program Manager				
Mentor 1	Mentor 2	Mentor 3	Mentor 4	Mentor 5
2nd year	2nd year	2nd year	2nd year	2nd year
2nd year	2nd year	2nd year	2nd year	2nd year
3rd year	4th year	3rd year	3rd year	3rd year
4th year	3rd year	3rd year	4th year	4th year
New Initiate	New Initiate	New Initiate	New Initiate	New Initiate
New Initiate	New Initiate	New Initiate	New Initiate	New Initiate
New Initiate	New Initiate	New Initiate	New Initiate	New Initiate

The Mentor Program Manager acts as the mentor for all committee members, while each committee has their own group of mentors. As members are added to the chapter and as mentors graduate, these group assignments will naturally shift over time. This reinforces a group network model of support.