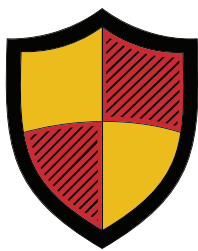


**DELTA CHI**  
FRATERNITY

Mentor Program Workbook



# DELTA CHI

FRATERNITY

## Preamble of the Delta Chi Constitution

"We, the members of The Delta Chi Fraternity, believe that great advantages are to be derived from a brotherhood of college and university men, appreciating that close association may promote friendship, develop character, advance justice, and assist in the acquisition of a sound education, do ordain and establish this Constitution."

## Eleven Basic Expectations

1. I will strive for academic achievement and practice academic integrity.
2. I will respect the dignity and worth of all persons. I will not physically, mentally, psychologically or sexually abuse or haze any human being.
3. I will protect the health and safety of all human beings.
4. I will respect my property and the property of others; therefore, I will neither abuse nor tolerate the abuse of property.
5. I will meet my financial obligations in a timely manner.
6. I will neither use nor support the use of illegal drugs; I will neither abuse nor support the abuse of alcohol.
7. I will acknowledge that a clean and attractive environment is essential to both physical and mental health; therefore, I will do all in my power to see that the chapter property is safe, properly cleaned and maintained.
8. I will know and understand the ideals expressed in my fraternity Ritual and will incorporate them into my daily life.
9. I will exercise compassion and understanding in dealing with all persons.
10. I will sustain my commitment to and involvement with our fraternity throughout my lifetime.
11. I will challenge all my fraternity members to abide by these fraternity obligations and will confront those who violate them.

Name:

# Task Outlines

Date, Time, Location of Session	Session	Learning Outcomes
	<b>Session One:</b> Introduction to Mentoring	<b>Participants will be able to...</b> <ul style="list-style-type: none"> <li>Clarify program objectives and mentor committee member roles and responsibilities.</li> <li>Define the stages of mentoring.</li> <li>Identify the different mentor types and their typical preference.</li> </ul>
	<b>Session Two:</b> Enhancing Academic and Career Support	<b>Participants will be able to...</b> <ul style="list-style-type: none"> <li>Practice strategies for academic support.</li> <li>Encourage practical connections between the Fraternity and future careers plans</li> </ul>
	<b>Session Three:</b> Enhancing Fraternity Support and Values	<b>Participants will be able to...</b> <ul style="list-style-type: none"> <li>Define the different available networks and systems for personal and fraternity support.</li> <li>Explicitly connect fraternity values to core mentoring skills.</li> <li>Highlight how the mentoring program is a reflection of mutual support and growth.</li> </ul>
	<b>Session Four:</b> Navigating Challenges and Difficult Conversations	<b>Participants will be able to...</b> <ul style="list-style-type: none"> <li>Identify wellness resources on campus and within the community.</li> <li>Demonstrate practical application of active listening techniques.</li> <li>Practice conflict resolution skills.</li> <li>Prepare to deliver constructive feedback.</li> </ul>
	<b>Mentor Committee Meetings</b>	

# Session One: Introduction to Core Mentoring Skills

## 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.

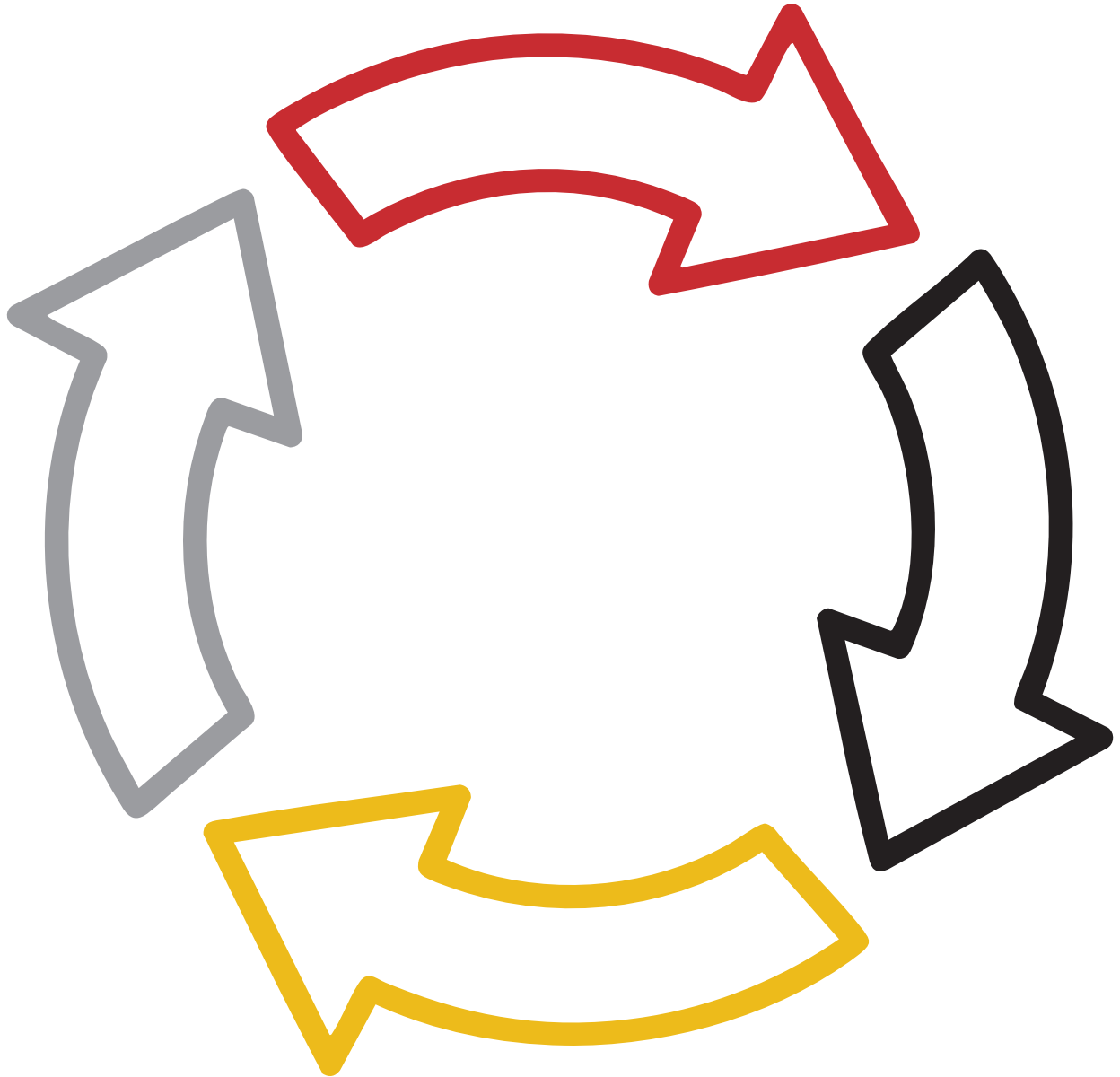
## Program Philosophy

- **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.

## Effective vs Ineffective Mentoring

Examples of Effective Mentoring	Examples of Ineffective Mentoring

# Phases of the Mentor Relationship



Notes

# Types of Mentor Relationships Quiz

Read each statement below and score your level of agreement with how much that statement applies to you on a scale of 1 to 5 (1 = strongly disagree, 5 = strongly agree). Don't rate this based on what you want to be, but instead on what you actually do or behaviors you really hold as one of your top three.




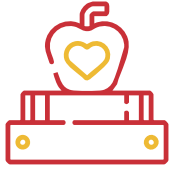
Statement	Score
1. I see myself as a role model whose actions consistently set standards for others.	
2. I inspire others by setting high standards with my personal values and demonstrating integrity.	
3. It's important to me for others to see me as someone they can aspire to be like.	
4. I make a point of recognizing the achievements of others, no matter how small.	
5. Encouragement and positivity are my go-to approaches when it comes to working with and encouraging others.	
6. I naturally motivate people by highlighting their strengths with positivity, enthusiasm, and praise.	
7. People often come to me first when they need emotional support with things beyond academic or career goals.	
8. Building trusting personal relationships comes naturally to me.	
9. I prioritize listening to others and it's how I build genuine relationships.	
10. I am good at clearly explaining steps or processes to others, and people regularly come to me to gain specific knowledge.	
11. As a mentor, I prefer structured conversations with clear goals and learning outcomes.	
12. I often share resources, tips, and tools to support learning for others around me to gain practical advice.	

# Mentor Relationships Quiz (Continued)

Once you have all of your scores, add up the total for each response in the boxes below. Your highest score will indicate your primary mentoring style.

<b>Ideal Mentor</b> Total for 1, 2, 3	<b>Cheerleader Mentor</b> Total for 4, 5, 6	<b>Friend Mentor</b> Total for 7, 8, 9	<b>Teacher Mentor</b> Total for 10, 11, 12

## Mentor Type Definitions

Type	Key Traits	Definition	Example in Action
<b>Ideal Mentor</b> 	Role model, Values-Driven, Inspirational	You lead by example, demonstrating qualities mentees admire and want to follow. You set standards through your own behavior and integrity.	
<b>Cheerleader Mentor</b> 	Encouraging, Positive, Celebratory	You're the ultimate supporter, always encouraging your mentees and celebrating their achievements, big or small.	
<b>Friend Mentor</b> 	Trustworthy, Approachable, Supportive	You're a trusted confidant who builds genuine friendships. Your mentoring is informal and relationship-focused, offering emotional support and camaraderie.	
<b>Teacher Mentor</b> 	Structured, Knowledge - Sharing, Practical	You're structured and practical, clearly teaching specific skills or knowledge. You focus on guiding mentees step-by-step toward clear goals.	

# Session One Reflection

What type of skills do I need to continue to develop to be an effective mentor?

Why is my preferred mentor type my default? What mentor type do I need to try and grow in for the future?

How has Delta Chi provided me with mentor opportunities already? What can I implement in my own practice from what I've already learned?

# **Session Two:** Enhancing Academic and Career Support

## Academic Resource Brainstorm

In the box below, work with your fellow mentors in training to brainstorm as many academic support resources on campus as you can.

# Academic Support Scenarios

**Scenario One:** 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 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.

Mentor Type Best for this Scenario: <i>Circle all that might be appropriate</i>	<div> <div>Ideal</div> <div>Cheerleader</div> <div>Friend</div> <div>Teacher</div> </div>
Recommended Campus Resource(s):	
Example of Effective Response:	

**Scenario Two:** 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.

Mentor Type Best for this Scenario: <i>Circle all that might be appropriate</i>	<div> <div>Ideal</div> <div>Cheerleader</div> <div>Friend</div> <div>Teacher</div> </div>
Recommended Campus Resource(s):	
Example of Effective Response:	

## Academic Support Scenarios (Continued)

**Scenario Three:** 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.

Mentor Type Best for this Scenario: <i>Circle all that might be appropriate</i>	<div> <div>Ideal</div> <div>Cheerleader</div> <div>Friend</div> <div>Teacher</div> </div>
Recommended Campus Resource(s):	
Example of Effective Response:	

**Scenario Four:** 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.

Mentor Type Best for this Scenario: <i>Circle all that might be appropriate</i>	<div> <div>Ideal</div> <div>Cheerleader</div> <div>Friend</div> <div>Teacher</div> </div>
Recommended Campus Resource(s):	
Example of Effective Response:	

## Academic Support Scenarios (Continued)

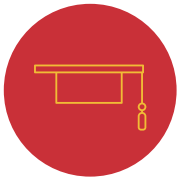
**Scenario Five:** Tyler, a mentee, admits to a mentor committee member, Jake, that he regularly puts off studying until the night before exams. This habit has resulted in anxiety, poor sleep, and disappointing grades, despite Tyler being otherwise bright and engaged in classes. He expresses frustration over his inability to break this habit.

Mentor Type Best for this Scenario: <i>Circle all that might be appropriate</i>	<table><tr><td>Ideal</td><td>Cheerleader</td></tr><tr><td>Friend</td><td>Teacher</td></tr></table>	Ideal	Cheerleader	Friend	Teacher
Ideal	Cheerleader				
Friend	Teacher				
Recommended Campus Resource(s):					
Example of Effective Response:					

Notes
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# Career Readiness Competencies

For more information on this initiative, visit [naceweb.org/career-readiness-competencies](http://naceweb.org/career-readiness-competencies)



## Career & Self Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.



## Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals.



## Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.



## Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.



## Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.



## Teamwork

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.



## Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different cultures and backgrounds. Engage in anti-oppressive practices that actively challenge the systems, structures, and policies of racism and inequity.



## Technology

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

How can Delta Chi help you to achieve these skills to prepare you for your future career?  
How would you articulate that to an employer?

# Career Readiness Competency Mapping

Take a moment to individually map yourself with each of these competencies - because understanding where you fall and how the Fraternity has helped you benefit in these areas will allow you to support others. You don't need to be perfect, this is a useful guide for you. You'll rate yourself in each competency based on the definition from 1 to 5, with 1 being needs significant development, and 5 being that you have strong confidence in this area.

Competency	Self-Rating	Where Do I Demonstrate This Competency Most Often?	What Experiences in the Fraternity Have Helped Me Grow in This Area?
Career & Self-Development			
Communication			
Critical Thinking			
Equity & Inclusion			
Leadership			
Professionalism			
Teamwork			
Technology			

# Session Two Reflection

What is your best advice or tip for academic support?

What did you notice about how your own experiences shaped your career competency development?

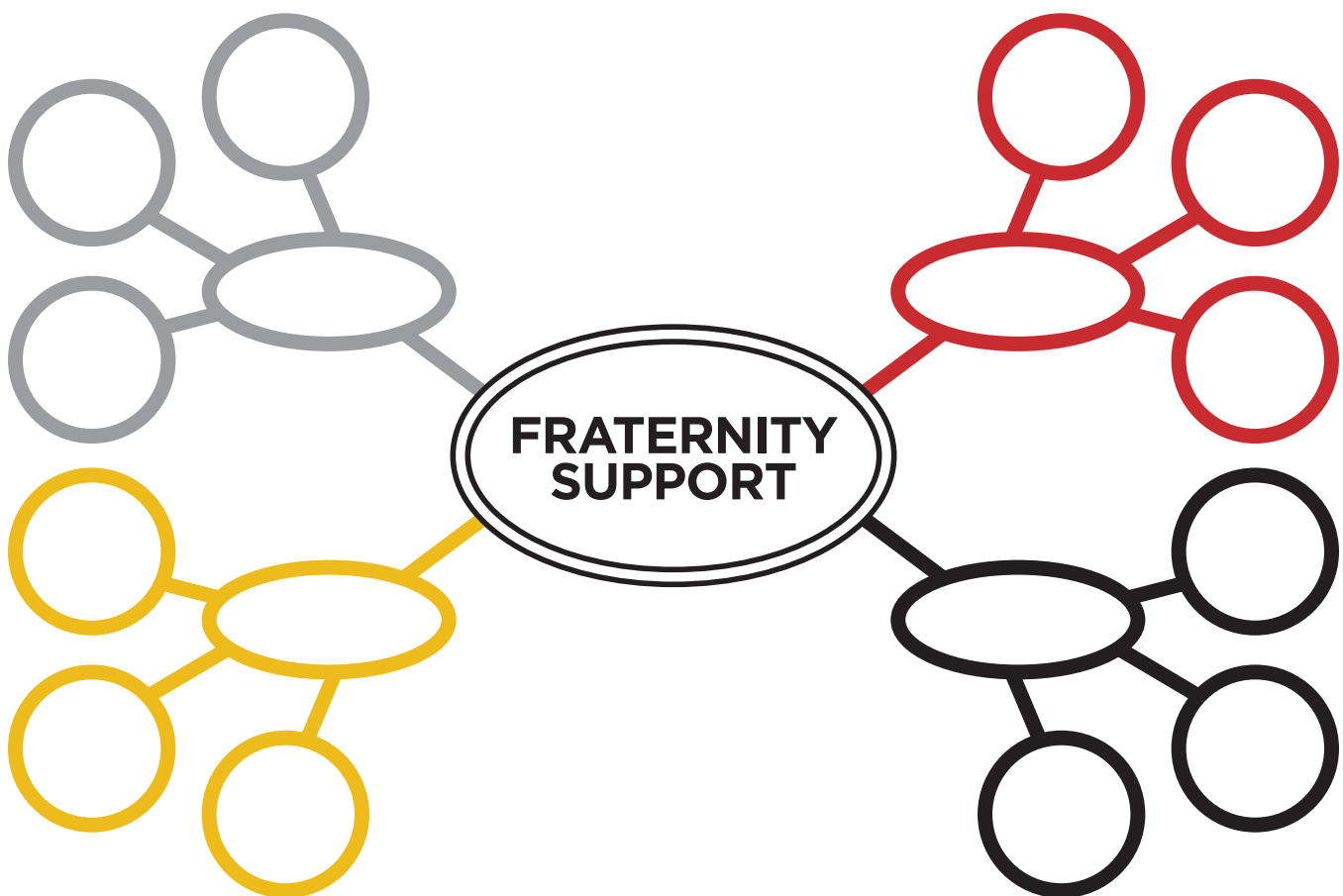
What's one specific way you'll support your mentee's academic or career development this semester?

How can being a mentor help me to strengthen my own skills and professional development?

# Session Three: Enhancing Fraternity Support and Values

## Support Network Identification

Below is a blank “mind map” - we’ll start with a central idea in the middle of a page and branch out with related concepts, using keywords or images to organize your thoughts. The central idea for this mind map is Fraternity Support. You’ll need to identify some initial categories that branch off of that idea, and then list the sub-branches that connect to that first category. Add additional lines as needed to this map to create a comprehensive list.



# Support Network Ranking

List all of the categories of support networks that you made in your mind map in the order that you feel are the strongest relationships at the top, to the ones at the bottom that need improvement.

Category	Why is This Placed at This Level of the List?	How Does the Chapter Currently Interact with This Support Area?

# Core Mentoring Skills



## Active Listening

Through active listening, you demonstrate to your mentees that their concerns have been heard and understood. As a result, they feel accepted by you, and trust builds.

Active listening should be your first priority, as problem solving happens much later. If you have a habit of immediate problem solving, see if you can become a better listener and problem explorer.



## Instructing/Developing Capabilities

As a mentor, you will most likely have to convey information to your mentees as part of the mentoring process. Instead of giving formal speeches or lectures, your instruction will be informal—from modeling specific behaviors to conveying ideas and processes in a “tutoring” mode. It’s always tempting to be direct by telling mentees what to do, so your challenge as a mentor is to ensure that your mentees identify and pursue their own form of greatness, not necessarily yours.



## Building Trust

Developing trust is crucial to your mentoring relationship and must be done over time. The more that your mentees trust you, the more committed they will be to your partnerships with them, and the more effective you will be as a mentor.



## Providing Constructive Feedback

Effective mentors should be willing and able to give mentees constructive feedback. When you observe your mentees in a situation in which they are making mistakes or performing in less than desirable ways, you should be specific about the situation and direct with them; providing feedback that offers better ways for handling the situations. It is important to discuss with your mentees how they would like to receive this feedback, as people are more willing to hear constructive feedback if they have given permission and know in advance it’s coming.



## Providing Encouragement

Effective mentors encourage their mentees with positive feedback, which in turn helps increase the mentees’ confidence and enables them to develop. Providing genuine, positive feedback to your mentees on a regular basis helps to keep them focused and motivated. While there are many ways to encourage, it is important to be aware that mentees can differ in the types and amounts of encouragement they like.



## Inspirational Leadership

One skill that separates excellent mentors from very good ones, is their ability to inspire their mentees to greatness. By setting an example yourself and helping your mentees experience other inspirational people and situations, you can help them onto future paths that excite and motivate—even beyond their original plans. Mentors vary in their ability to be inspiring, but should generally be positive and encouraging toward their mentees.



## Establishing Goals

As a mentor you should have a personal vision, specific goals, and a good grasp of current reality. It is important to have open and honest conversations with your mentees about their future plans and career/life goals. The way you view your personal strengths or limitations might be of interest to your mentees, and would be helpful for recognizing theirs as well.



## Opening Doors and Networks

Mentors are usually in a position to provide visibility for their mentees and are able to open the right doors, which allows them the opportunity to meet people and demonstrate to different audiences what they can do. Research has shown that when mentors vouch for mentees in this way, their work is much more likely to be well received. You should open doors for your mentees every time you believe they’re ready to go through them. Explain this process to your mentees as part of the development of your mentoring partnership.

# Mentor Code Statements

Take the core mentor skills and the values expressed in our Preamble and 11 Basic Expectations to create at least three phrases that will act as your “code” or inspirational phrases as a mentor. These statements should be written in a style such as “As a mentor, I honor [VALUE/EXPECTATION] by displaying [CORE SKILL].”


Think back to the support networks identified in the previous activity - how could you create a code statement that would also incorporate one of those groups?

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# Session Three Reflection

Why is developing an intentional mentoring program important within Delta Chi?

How can you make connections with mentees and the support networks that exist within the Fraternity?

What is a mentor code statement that you truly want to model for other members? Why is it important to you to do this? How can you introduce it to others?

If you had to summarize your mentor code statements into one phrase or motto (maximum of ten words), what would it be? It can be serious, funny, or inspirational. *Examples: "Listen first. Lead second." "Mentor with meaning, not just memory."*

# Session Four: Navigating Challenges and Difficult Conversations

## Delta Chi Campus Assistance Program

The Campus Assistance Program (CAP) is a private and free service providing professional support and referral services designed to help you with personal, school or family related problems. Your Delta Chi Fraternity CAP can support you during a crisis and help you identify and gain control over personal problems that may be interfering with school and daily life. Participation is voluntary.

### DEDICATED TOLL FREE CRISIS LINE

Use the Dedicated Toll Free Crisis Line to report suspected threats of harm to yourself or others. The line is available 24 hours a day, every

### DIAGNOSTIC ASSESSMENT AND PROBLEM RESOLUTION SESSIONS

Students will receive a total of three short-term problem resolution sessions via phone, video, or text per issue. Referral services are coordinated with existing health insurance benefits if longer treatment is recommended (deductibles and co-pay may apply). Some common concerns the CAP can help with:

- Stress, anxiety, and/or depression
- Campus life transitions
- Sexual harassment
- Relationship issues
- Grief and loss
- Conflict resolution
- Substance abuse
- Parent-child conflicts and/or family issues

**COLLEGE IS TOUGH. WE'RE HERE TO HELP.**





**DELTA CHI**  
FRATERNITY

**1-866-227-3834**



Go online at:

**[caplife.hmsanet.com](http://caplife.hmsanet.com)**  
**Username: deltachi**  
**Password: myresource**

# Wellness Support Resource Review

Resource	Office Name	Location	Why Would We Use Them?
<b>Example:</b> Medical Support	<b>Student Health Center</b>	<b>Administrative Building Room 202</b>	<b>Members are sick or need a health screening</b>

# Active Listening - BUILD Model



## Body Language

How you stand and present yourself sends a message. Good posture means you're focusing your attention on the person you're engaging with.



## Understanding

Aim to truly understand what is being said. Don't just stand there and nod your head and then realize later that you have no idea what you just talked about.



## Interrupting

Interrupting other people stops the flow of the conversation and makes it seem like what you have to say is more important than what the other person is saying.



## Look Them in the Eye

Look someone in the eye when you talk to them. We are used to looking at screens these days, but we have to practice looking people in the eye.



## Don't Judge

Don't judge people. Instead, put yourself in their shoes. This is empathy, which is one of the most important skills a leader can have.

# Active Listening - OARS Method



## Open-Ended Questions

Start by asking questions to which a simple "yes" or "no" answer is unlikely.



## Affirmation

Respond with positive commentary on what they're saying or proposing.



## Reflection

Confirm the emotion they're expressing to help engage with it.



## Summarizing

Gather positive aspects of what they're saying and summarize back to them — "So here's what I'm hearing." Move on to another open-ended question.

# Conflict Styles Assessment

This assessment helps to showcase your natural conflict style. For each of the fifteen statements, rate how much that statement applies to you on the one to four scale.

	Rarely	Sometimes	Often	Always
1. I discuss issues with others to try to find solutions that meet everyone's needs.	1	2	3	4
2. I try to negotiate and use a give-and-take approach to problem situations.	1	2	3	4
3. I try to meet the expectations of others.	1	2	3	4
4. I would argue my case and insist on the advantages of my point of view.	1	2	3	4
5. When there is a disagreement, I gather as much information as I can and keep the lines of communication open.	1	2	3	4
6. When I find myself in an argument, I usually say very little and try to leave as soon as possible.	1	2	3	4
7. I try to see conflicts from both sides. What do I need? What does the other person need? What are the issues involved?	1	2	3	4
8. I prefer to compromise when solving problems and just move on.	1	2	3	4
9. I find conflicts exhilarating; I enjoy the battle of wits that usually follows.	1	2	3	4
10. Being in a disagreement with other people makes me feel uncomfortable and anxious.	1	2	3	4
11. I try to meet the wishes of my friends and family.	1	2	3	4
12. I can figure out what needs to be done and I am usually right.	1	2	3	4
13. To break deadlocks, I would meet people halfway.	1	2	3	4
14. I may not get what I want but it's a small price to pay for keeping the peace.	1	2	3	4
15. I avoid hard feelings by keeping my disagreements with others to myself.	1	2	3	4

# Conflict Styles Assessment (Continued)

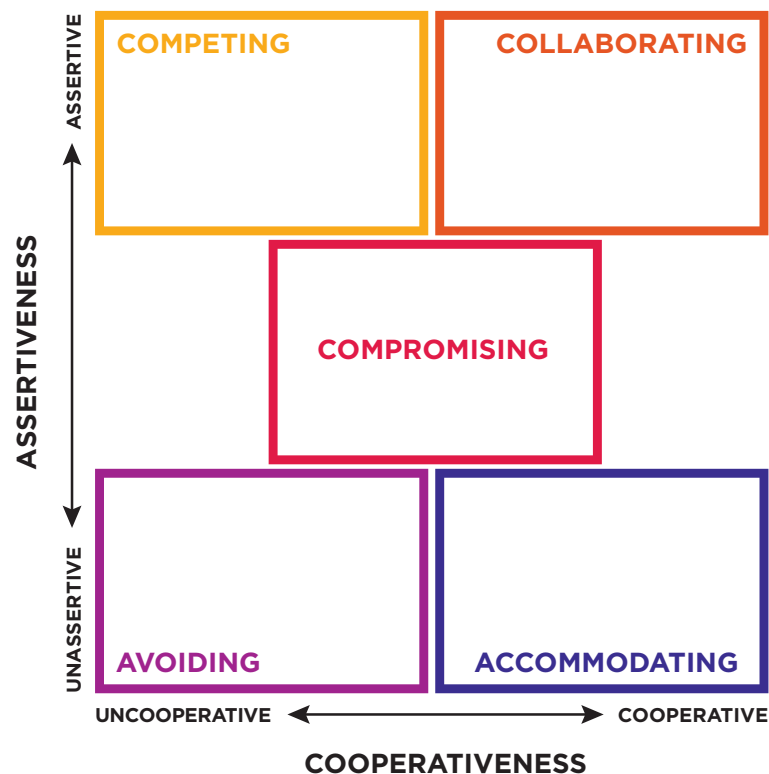
Then, total your points for each statement number, listed under each of the styles:

Collaborating	Avoiding	Competing	Accommodating	Compromising
1, 5, 7	4, 9, 12	6, 10, 15	3, 11, 14	2, 8, 13

## Conflict Styles

### The Five Conflict-Handling Modes

The *Thomas-Kilmann Conflict Mode Instrument* (TKI) assesses an individual's behavior in conflict situations—that is, situations in which the concerns of two people appear to be incompatible. In conflict situations, we can describe a person's behavior along two basic dimensions\*: (1) **assertiveness**, the extent to which the individual attempts to satisfy his or her own concerns, and (2) **cooperativeness**, the extent to which the individual attempts to satisfy the other person's concerns. These two dimensions of behavior can be used to define five methods of dealing with conflict. These five conflict-handling modes are shown below:



# Conflict Styles (Continued)

## Collaborating

Collaborators tend to see conflicts as problems to be solved, wanting quality decisions that truly resolve the issues. They believe in the power of consensus and in sharing information and understanding. They regard teammates as allies and tend to see people outside the team as potential allies. They build on others' ideas and listen well. Collaborators value innovation, open-mindedness, learning, and consensus. They look for the value in what others say and combine that with their own insights to find win-win solutions.

## Avoiding

Avoiders tend to step away from conflict. They often keep their opinions to themselves in conflict situations so as not to continue or escalate the conflict. They are often admired for having a calming, quiet presence in the face of crisis. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

## Competing

Competitors are known for being persuasive and direct. They know the result they want in a conflict situation, and they go for it. Their strengths are that they are often passionate about their views and dedicated to pursuing their convictions. Competitors are good at making quick decisions, and tend not to waste time, which is especially helpful in the time of crisis. Competing might mean standing up for your rights, defending a position you believe is correct, or simply trying to win.

## Accommodating

Accommodators have a harmonizing approach to conflict. They often focus on supporting others in a conflict situation and are adept at placating people in uncomfortable situations. Accommodators often gain strong appreciation from others involved in a conflict. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.

## Compromising

Compromisers approach conflict with the goal of compromise. They tend to think about what they are willing to give up and what they are willing to hold on to, and try to gear communication to focus on this give and take for all parties. It is a good way to promote cooperation. It can be done fairly quickly when both parties are engaged. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

# Session Four Reflection

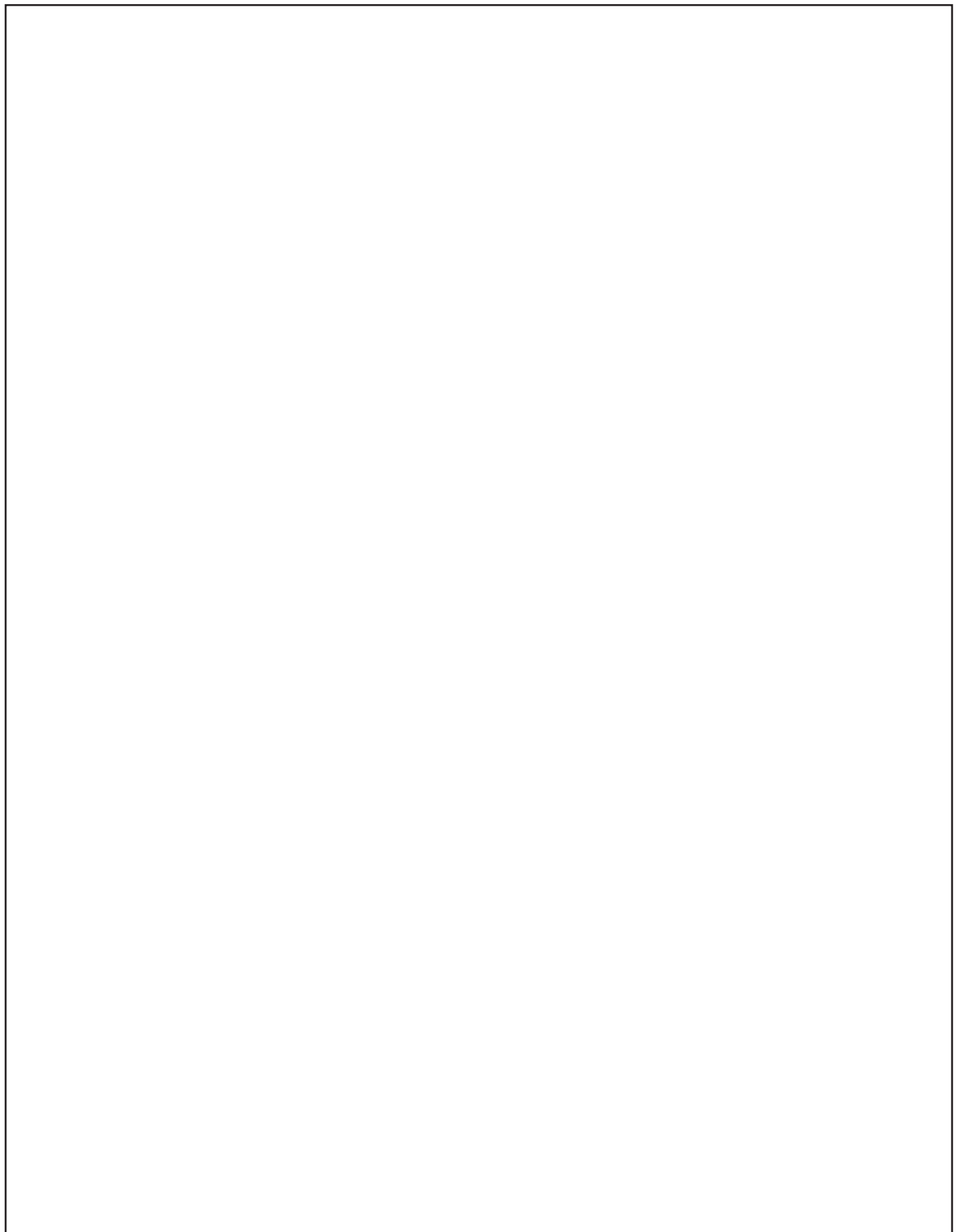
Think back to why you originally applied to be a mentor - what do you now hope to gain from this experience after completing your training?

How can you use the active listening techniques (BUILD model, OARS method) to be effective in working with mentees?

What is your preferred conflict style and how can it be used to benefit your mentees?

*What advice would you give you to anyone else considering becoming a mentor?*

# Notes

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# Sources List

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