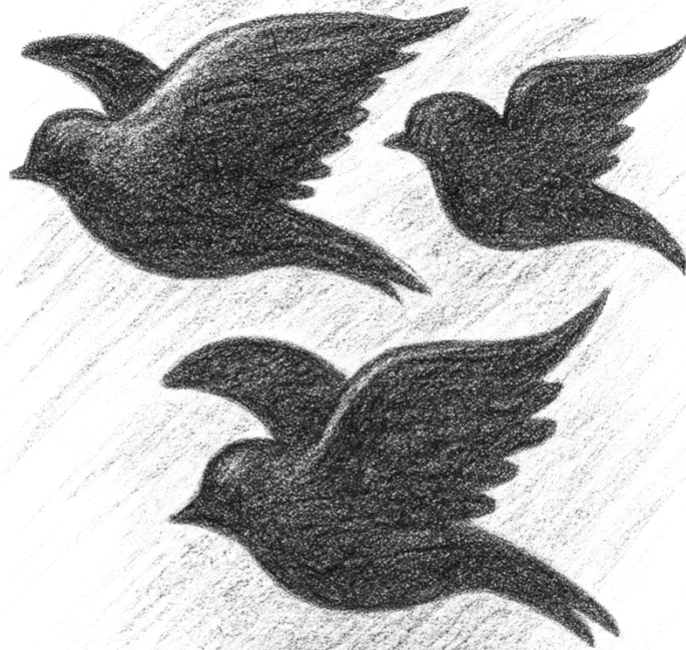


Mentor Program

Mentor Program Manager Facilitation Guide



SESSION ONE:

INTRODUCTION TO MENTORING

HOW TO READ **THIS GUIDE**

SECTION TITLE HEADER WILL GO HERE ## MINUTES	
LEARNING OBJECTIVES FOR EACH SESSION WILL BE LISTED IN THE FIRST BOX	• Each session begins with the following in the top boxes: ◦ 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	<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> • 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

LEARNING OBJECTIVES Participants will be able to... • Clarify program objectives and mentor committee member roles and responsibilities. • Define the stages of mentoring. • Identify the different mentor types and their typical preference.	ROOM SETUP • 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. SUPPLIES • Mentor Training Workbook (printed or digital) • If using printed workbooks, writing utensils should be provided • Meeting schedule dates, times, and locations
WELCOME AND PROGRAM OBJECTIVES 15 MINUTES	
FACILITATOR TALKING POINT	<i>MPM Note: Make sure to take attendance, if required by your chapter.</i> • 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.
ACTIVITY INSTRUCTIONS GUIDE MATCH PREAMBLE AND ELEVEN BASIC EXPECTATIONS: PAGE 1 GUIDE MATCH TASK OUTLINES: PAGE 2 GUIDE MATCH PROGRAM PHILOSOPHY: PAGE 3	• 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. <i>MPM Note: Provide this information to mentors if they do not already have this available.</i> • 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. <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>

GUIDE MATCH EFFECTIVE VS INEFFECTIVE MENTORING: PAGE 3	• 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. <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>
DEBRIEF	• 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?
TRANSITION	• 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.
PHASES OF MENTORING 20 MINUTES	
FACILITATOR TALKING POINT	• 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.
ACTIVITY INSTRUCTIONS GUIDE MATCH PHASES OF THE MENTOR RELATIONSHIP: PAGE 4	• 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

	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. • 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. MPM Note: Check to see if anyone has any questions about the phases or needs you to repeat anything. • 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	• 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	• 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.

	• 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	• 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	• 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. <i>MPM Note: 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> • 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? <i>MPM Note: 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> <i>Below is the full outline and some ideas of practical examples, if needed:</i> • <i>Ideal Mentor</i> ○ <i>Key Traits: Role Model, Values-Driven, Inspirational</i> ○ <i>Definition: You lead by example, demonstrating qualities mentees admire and want to follow. You set standards through your own behavior and integrity.</i> ○ <i>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.</i> • <i>Cheerleader Mentor</i> ○ <i>Key Traits: Encouraging, Positive, Celebratory</i>

	○ 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 ○ 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 ○ 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	● 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	● 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	● 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. <i>MPM Note:</i> Give about two to three minutes for mentors to respond to the reflection questions.

TRANSITION	• 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!
-------------------	--

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?