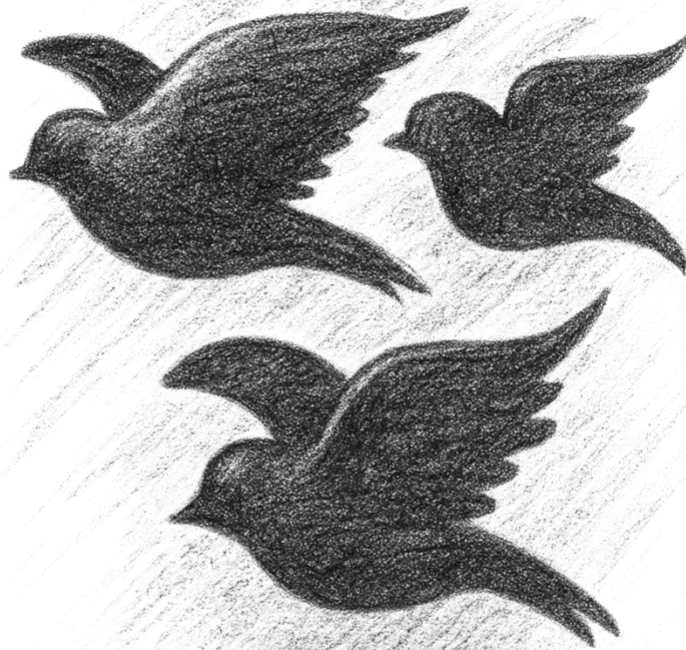


Mentor Program
Mentor Program Manager Facilitation Guide



SESSION TWO:
ENHANCING ACADEMIC AND CAREER SUPPORT

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 TWO

ENHANCING ACADEMIC AND CAREER SUPPORT

60 MINUTES

LEARNING OBJECTIVES Participants will be able to... - Practice strategies for academic support. - Encourage practical connections between the Fraternity and future careers plans.	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 - Prepare list of campus academic support resources
WELCOME AND REVIEW 5 MINUTES	
FACILITATOR TALKING POINT	<i>MPM Note: Make sure to take attendance, if required by your chapter.</i> - 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? <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> - 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? <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>
TRANSITION	- 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."
ACADEMIC SUPPORT STRATEGIES 25 MINUTES	
FACILITATOR TALKING POINT	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.

	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!
ACTIVITY INSTRUCTIONS GUIDE MATCH ACADEMIC RESOURCE BRAINSTORM: PAGE 8 GUIDE MATCH ACADEMIC SUPPORT SCENARIOS: PAGE 9-11	- 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! 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> 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. - 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. 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> - 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? 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>

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

	<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> • Those are some great insights. Finally, let's hear from scenario five. <i>MPM Note: 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> <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> • Great work - let's debrief this entire activity together.
DEBRIEF	• Were these scenarios realistic? Why or why not? ◦ <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	• 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	• 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	• 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. <i>MPM Note: Pause for a few responses, try to limit to no more than two or three in the interest of time.</i>

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