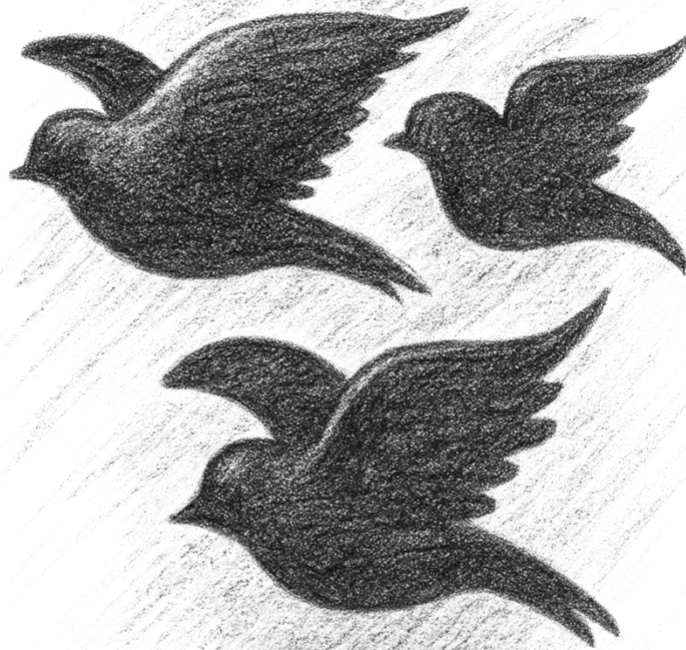


Mentor Program

Mentor Program Manager Facilitation Guide



SESSION THREE:

ENHANCING FRATERNITY SUPPORT AND VALUES

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 THREE

ENHANCING FRATERNITY SUPPORT AND VALUES

60 MINUTES

LEARNING OBJECTIVES Participants will be able to... 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.	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 • Optional: Whiteboard and expo markers, chalkboard and chalk, and/or flipchart and makers
WELCOME AND REVIEW 5 MINUTES	
FACILITATOR TALKING POINT	<i>MPM Note: Make sure to take attendance, if required by your chapter.</i> • 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? <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> • 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.
TRANSITION	• 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	• 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	• 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. <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> • Let's talk through everyone's mind map together. What are the categories that everyone has identified as the support structures? <i>MPM Note: You already have examples for some categories of structures above. Some others might be the local community</i> • Starting with the first category <i>[insert name]</i>, let's list all of the sub branches from those. <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>

GUIDE MATCH SUPPORT NETWORK RANKING: PAGE 16	- Local: Officers, “BB” - Chapter Advisor, Alumni Board of Trustees, House Corporation, Regional/International: Alumni, Area Counselor, Regent, Executive Committee, International Committees - 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 • 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? <i>MPM Note: Give mentors about five minutes to go through their workbook page, then bring everyone back together to debrief.</i>
DEBRIEF	• 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 confident 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	• 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	• 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 GUIDE MATCH CORE MENTORING SKILLS: PAGE 17 GUIDE MATCH PREAMBLE / ELEVEN BASIC EXPECTATIONS: PAGE 1 GUIDE MATCH MENTOR CODE STATEMENTS: PAGE 18	• 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. • 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. <i>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?"</i> • Let's hear from a few groups - who is willing to read one of your mentor code statements out loud? <i>MPM Note: If individuals are struggling, below are a few additional sample statements:</i> - <i>We encourage assisting in the acquisition of a sound education as a mentor by opening doors and networks to campus resources.</i> - <i>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> - <i>I promote friendship by building trusting relationships with mentees.</i> • 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.
DEBRIEF	• 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?

