

Mentor Program
Mentor Program Manager Facilitation Guide



SESSION FOUR:
NAVIGATING CHALLENGES AND DIFFICULT CONVERSATIONS

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 FOUR

NAVIGATING CHALLENGES AND DIFFICULT CONVERSATIONS

60 MINUTES

LEARNING OBJECTIVES Participants will be able to... - 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.	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 - List of wellness or support resources on campus or within the community.
RESOURCES FOR COMMON CONCERNS 15 MINUTES	
FACILITATOR TALKING POINT	<i>MPM Note: Make sure to take attendance, if required by your chapter.</i> - 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? <i>MPM Note: Wait for three mentors to state their mottos, and affirm after they have been shared.</i> - Thank you for sharing those mottos - I hope that they will help to be a guide for our final training session today.
ACTIVITY INSTRUCTIONS GUIDE MATCH DELTA CHI CAMPUS ASSISTANCE PROGRAM: PAGE 20 GUIDE MATCH WELLNESS SUPPORT RESOURCE REVIEW: PAGE 21	- 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

	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. • 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	• 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	• 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	• 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	• 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

GUIDE MATCH

ACTIVE LISTENING -
OARS METHOD:
PAGE 22

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 part of the conversation, and then another prompt after 90 seconds has passed.

	- 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. 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. - Before we debrief, once again, let's practice giving feedback. What went well with listening, and what could specifically be improved? MPM Note: Call everyone back to attention after a few moments of feedback, and ask them to return to their seats.
DEBRIEF	- 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	- 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	- 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	- 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." - 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.

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CONFLICT STYLES
ASSESSMENT:
PAGES 23-24

- 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 service event, and rallies most of the room to vote his way. What's going on here?

TRANSITION	• 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?