

TRAINING:

2 hour session

HOOR ONE:

- Introduction to FMN program
- Discuss what a mentor is/is not
- Walk through 'What a mentor needs to know'
- Introduce Mentoring expectations

Introduction:

FMN program, trainers, and training program format
Senior Mentor Trainer shares experiences from 05/06
ICEBREAKER!

Open discussion on what a mentor is/ is not

Compile list of responsibilities as a group

CAMPUS RESOURCES (see handout)

Role of advice as a mentor

Explain why advice is usually not helpful. Mentors can discuss a similar situation that happened to them and how they responded, but listening, asking questions and letting the mentee talk things through is often more helpful.

Listening skills

Address basic active listening. practice during second hour.

Modeling Behavior

Ex. if your grades slip, how can your mentee be expected to maintain their G.P.A.

Mentors do not have to be experts!

- i. If you don't know something turn to others you know on campus for guidance or refer your mentee to someone you know can help them.

Expectations (see handout)

- a. Initial meeting between mentor and mentee(s) should be done as a group event
- b. Read and respond to emails promptly
- c. Connect with mentees bi-weekly or monthly
- d. Record interactions in catrack database
- e. Pay attention to emails about relevant campus programming
 - i. Forward information to your mentees when appropriate or arrange your next mentor/mentee meeting around an event

HOOR TWO

Scenarios of interactions between mentors and mentees. After Scenarios training staff will discuss possible solutions to the situations below.

1. The initial contact - how to write a personal email that students will actually read
2. The first face to face meeting (group event) - what do you say/ask?
3. A situation with a scheduling malfunction – practicing respectful assertiveness
4. A frantic phone call (grades, homesick, medical problem, etc.) - How to find someone help.
5. Roommate Conflicts – How to confront and resolve problems in different environments
6. Talking about academics – reinforcing good study skills without sounding like their parents
7. Choosing classes/Major – practicing not giving advice
8. Class attendance issues – Setting a good example and avoiding problems before they start
9. Social/personal issues- How to discuss touchy subjects like alcohol abuse or unsafe behaviors
10. Discussing campus involvement and over involvement - how to get involved/uninvolved