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MULTICULTURAL ENRICHMENT PROGRAM



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Mentor Training Manual 2009





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Mentor Training Manual
2009-2010 Edition
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PEER MENTOR TRAINING PROGRAM

Overview:

The quality of a student's mentoring experience is directly related to the quality and rigor of the training program for peer mentors. An effective mentoring program incorporates the fundamental concepts and responsibilities of mentoring. Through this program, the Office of Multicultural Affairs seeks to help all Wake Forest University students in the Multicultural Enrichment Program.

Objectives:

To help peer mentors become knowledgeable with their role and responsibilities.

To help peer mentors work effectively with their mentees.

To explain to peer mentors the background and overview of the university, academic policies and procedures.

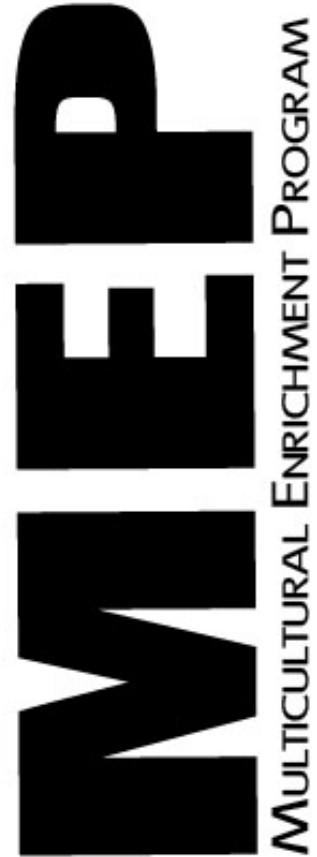
To help provide peer mentors with a working definition of mentoring.

To teach peer mentors how and when to refer mentees for additional or specialized help.

To instruct peer mentors in the use of resource materials.

To teach peer mentors how to maintain records of mentoring sessions.

To evaluate the effectiveness of the training program.



Introduction to the Multicultural Enrichment Program

“A mentor is a kind of guide, who, despite having been far enough to know something of what’s down the path, comes back to walk with you, and thus leads without leaving you to follow.”

BOYD (1988)

According to research conducted on college campuses nationwide, ethnic minority students often experience feelings of alienation and loneliness at predominately white institutions. Research at Wake Forest University supports these findings. As a result, the Office of Multicultural Affairs has implemented a peer-mentoring initiative, called the Multicultural Enrichment Program (MEP,) to supplement the regular new student orientation program. The purpose of this program is to enhance students' chances of academic success and to create a sense of belonging at the university. To facilitate this process, each entering freshman (mentee) is paired with an upper-class peer mentor.

The Office of Multicultural Affairs works with Admissions to make Mentor/Mentee assignments. Assignments are generally maintained throughout the student's first semester of college. However, if mentor and mentee pairings are incompatible, students can be reassigned.

Mentors are informed of their responsibilities through a pre-service training program. Meetings are conducted with mentors occasionally throughout the MEP to identify problems and address concerns. To determine program effectiveness and to make improvements, mentors and mentees are asked to evaluate the program by completing a brief questionnaire at the end of the mentoring program.

An informal reception held during new student orientation in the fall allows mentors and mentees to become acquainted. This initial meeting is designed to lay the framework for effective dialogue between mentors and mentees throughout the course of the program.

Goals

The specific goals of the MEP are:

- ⊕ To provide students with a continuing orientation to the university and community life.
- ⊕ To help students connect with other students in the university.
- ⊕ To offer students a variety of support mechanisms.

What a Mentor does for a Mentee

The overall objective of the MEP is to improve the quality of life for the new student. Additionally, we intend to increase student retention and to provide an on-going orientation to all aspects of the university during the first year. The mentor's responsibility is to help the mentee take responsibility for his/her skills and behavior. This assistance should guide the mentee to academic and social integration, increased self-esteem, higher grades, and greater self-perceived intellectual growth. To ensure that they are adequately prepared, the mentor undergoes training to insure that he/she knows how to respond to the mentee's needs. Both mentor and mentee attend a fall orientation session and meet periodically during the MEP to discuss the mentoring process.

How the Relationship Works

Generally, mentors communicate with their mentee(s) once a month during the fall semester via e-mail, computer-mediated methods, telephone calls, or face-to-face conversation. As a mentor, you may choose to talk about your personal experiences and/or give academic suggestions and guidance. A guideline for Mentor-Initiated Contacts is attached.

You and your mentee will determine your individual communication objectives for the MEP. Outside of the few scheduled events, you and your mentee have the flexibility to plan other interactions according to your schedules.

You will also be expected to submit a brief report once a month to the Office of Multicultural Affairs. The purpose for monthly reports is to assist the MEP Student Coordinators in identifying special needs/concerns of students. A sample copy of the Mentor/Mentee Meeting Summary form is attached.

Incentives for Being a Mentor

Being a mentor is an exceptional opportunity to help shape a student's life at Wake Forest University. In addition to this impressive responsibility, mentors are also given the following:

- ⊕ Mentors will receive an MEP T-shirt at the Mentor Training Session.
- ⊕ Mentors will be recognized at the Awards Banquet at the end of the program.
- ⊕ Mentors may be able to use mentoring time for Merit Supplemental Scholarship community service hours.

"Mentors are willing to share a bit of themselves so another person might grow closer to what he/she is capable of becoming."



Program Guidelines for Mentors

Mentor Selection Criteria

All mentors should possess the following:

- ⊕ Approved application
- ⊕ Successful track record working with students
- ⊕ Diverse backgrounds and interests
- ⊕ Understanding and appreciation of cultural differences
- ⊕ Training and experiences
- ⊕ Problem solving skills
- ⊕ Ability to establish rapport with students
- ⊕ Knowledge of the university community and its resources
- ⊕ Caring attitude towards student development
- ⊕ Commitment to program goals and objectives
- ⊕ Sincere desire to build constructive, positive relationships
- ⊕ Excellent communication and interpersonal skills
- ⊕ Ability to establish positive and realistic goals
- ⊕ Accessibility
- ⊕ Positive attitude
- ⊕ Discipline
- ⊕ Dependability
- ⊕ Self-esteem

What Mentors are NOT!

- ⊕ Mentors should **NOT** attempt to personally handle complex problems concerning financial aid, emotional or psychological adjustment, physical health, personal counseling, or any situation for which they are unqualified. Guidelines for referral will be provided.
- ⊕ A mentor is **NOT** a parent.
- ⊕ A mentor is **NOT** a professional counselor.
- ⊕ A mentor is **NOT** a social worker.
- ⊕ A mentor is **NOT** a financier.
- ⊕ A mentor should **NOT**:
 1. break promises
 2. condone negative behavior
 3. be condescending
 4. force the mentee to participate in any activity (socially or academically)
 5. break confidentiality (except in case of potential harm to the mentee or others)

"Mentors do not manage others, they help mentees learn how to manage themselves."

Responsibilities of Mentors

- ⊕ Provide guidance and support to the student by creating an atmosphere of openness, caring and concern where meaningful communication and trust can exist.
- ⊕ Encourage students to take advantage of other support services within the university.
- ⊕ Schedule appointments with your mentee, and call to cancel meetings if emergencies arise.
- ⊕ Conduct one-on-one sessions with mentees. (Guidelines will be provided.)
- ⊕ Follow through with appropriate action, if any, after meeting with your mentee.
- ⊕ Keep accurate records of each contact with mentee. Submit the reports to the Office of Multicultural Affairs at the end of each month (see MEP Calendar for specific dates).
 - BC Student Coordinators and Assistant Director of OMA on all email correspondence
- ⊕ Encourage students to meet with their professors early in the semester to identify any potential weaknesses in their academic performance.
- ⊕ Encourage mentee to keep you informed about his/her academic progress.
- ⊕ Attend *all* MEP Programs (such as Alcohol Safety, Time Management/Stress, and Sexual Health Programs).
 - Actively encourage mentees to attend programs with you
- ⊕ Assist the mentee in identifying academic goals and objectives.
- ⊕ Participate in periodic evaluations of the MEP.

The Mentoring Covenant

- ⊕ Don't be afraid to be a mentor. Many people underestimate the amount of knowledge that they have about mentoring, the contacts they have, and the avenues they can use to help someone.
- ⊕ Remember that you don't have to fulfill every possible function of a mentor to be effective, but let your mentees know that you are willing to help and what kind of information or support you can give that you believe will be particularly helpful.
- ⊕ Clarify how much time and guidance you expect to offer.
- ⊕ Let mentees know if they are asking for too much or too little of your time.
- ⊕ Be sure to give criticism as well as praise, when warranted, but present it with specific suggestions for improvement. Giving criticism in the form of a question can be helpful, i.e., "Do you think this idea would be better if..."
- ⊕ Where appropriate "talk up" your mentees' accomplishments to others in your institution.
- ⊕ Include mentees in informal activities whenever possible.
- ⊕ Teach mentees how to seek other career help whenever possible.
- ⊕ Be willing to provide support for people different from yourself. Avoid the temptation to assist only those with whom we feel comfortable, those who are closest to being clones of ourselves.

*Bernice R. Sandler,
Senior Associate with the
Center for Women Policy Studies*

12 Strategies for Effective Mentoring

- ⊕ Positive Attitude: Encourage the mentee to approach life and goals with enthusiasm and to be accepting of self and others.
- ⊕ Valuing: Encourage a person to examine beliefs and ideals in an effort to establish personal goals and values.
- ⊕ Open-Mindedness: Encourage a person to keep an open mind to ideas.
- ⊕ Interrelations: The interrelations between mentor and mentees should be situations of sharing, caring, and empathizing.
- ⊕ Creative Problem Solving: Encourage the mentee to use a creative problem solving process.
- ⊕ Effective Communications: Encourage a person to be an attentive listener and an assertive questioner.
- ⊕ Confidence: Assist a person in developing self-confidence.
- ⊕ Discovery: Encourage the mentee to be an independent thinker.
- ⊕ Strengths and Uniqueness: Encourage a person to recognize individual strength and uniqueness and to build on them.
- ⊕ Awareness: Stress that an individual be aware of the environment, be intuitive, be problem-sensitive, and be ready to make the most of opportunities.
- ⊕ Risk-Taking: Encourage a person to be a risk-taker and to be an active participant, not a spectator.
- ⊕ Flexibility: Share with a mentee the importance of being flexible and adaptable in attitudes and actions, looking for alternatives, seeing situations/persons from different perspectives.

*Noller (1982) Mentoring: A renaissance of apprenticeship.
The Journal of Creative Behavior*

How to Actively Listen to Your Mentee

People often underestimate the importance of active listening in relationships. The following tips for active listening give suggestions on how you can better listen to your mentee:

- ⊕ Clear your mind of unnecessary thoughts or distractions so that you can devote your full attention to your mentee.
- ⊕ Maintain eye contact.
- ⊕ Take note of body language, facial expressions, and gestures.
- ⊕ Read between the lines to uncover how your mentee “feels.”
- ⊕ Ask open-ended questions.
- ⊕ Ask for the mentee to clarify anything you don’t understand.
- ⊕ Avoid passing judgment or basing responses on preconceived notions.
- ⊕ Acknowledge that you are listening to your mentee.

Linda Jucov, adapted from the National Mentoring Center Mentor Technical Assistance Packet (2002.)

Mentor and Mentee Initial Activities

- ⊕ Contact and identify each other.
- ⊕ Assist the mentee in Freshman Move-In.
- ⊕ Attend the MEP Meet your Mentor Social Event in August 2009.
- ⊕ Discussion of mentee's needs and expectations.
- ⊕ Discussion of goal setting activities to assist in achievement of mentee's educational objectives.
- ⊕ Sharing of resource information beneficial to mentee.
- ⊕ Establish a schedule for further meetings.

*Dr. David P. James, President
International Mentoring Association*

Examples of Mentor Activities

<u>KIND OF ACTIVITY</u>	<u>EXAMPLE</u>
SKILL BUILDING	Goal setting activities Career options Interviewing practice
SOCIAL ACTIVITIES	Cookouts Pot-luck dinners Family Weekend Ethnic fashion and food fairs
RECREATIONAL AND CULTURAL	Concerts Sports events MEP activities Ethnic/cultural awareness activities
FIELD TRIPS	Museums Local businesses Universities and colleges Ethnic/cultural sites
COMMUNITY SERVICE PROJECT (VSC)	Neighborhood clean-up Big Brothers/Big Sisters Salvation Army Boys/Girls Clubs Project Pumpkin Anti-drug campaigns Habitat for Humanity
AWARDS AND RECOGNITION	MEP Awards Banquet Homecoming Formal Receptions Student Conferences

Mentor-Initiated Contacts

FALL 2009

Minimum Mentee Contacts

August

- ⊕ Mentors contact mentees and assist them with move-in
- ⊕ Mentors invite mentees to participate in the MEP
- ⊕ Invite mentees to and attend the MEP Meet Your Mentor Mixer
- ⊕ Invite Mentees to Dinner in the Fresh Food Court following the Mixer
- ⊕ Individual meetings with mentees
 - Discuss initial mentee concerns about what they feel like they need in a mentor

September

- ⊕ Individual meetings with mentees
 - Address adjustment problems, if any; class scheduling; time planning; use of resources
- ⊕ Reminder mentees of the Drop/Add deadlines and review the process
- ⊕ MEP monthly program
- ⊕ MEP Social event

October

- ⊕ Individual meetings with mentees
- ⊕ MEP monthly program
- ⊕ MEP Social event
- ⊕ End of MEP evaluation

November

- ⊕ Individual meetings with mentees
 - Help mentees plan courses for spring semester; learning skills resources, if needed; career assessment, if needed; make referrals, if needed
- ⊕ MEP monthly program
- ⊕ MEP Social event
- ⊕ End of MEP evaluation

December

- ⊕ MEP Banquet



Guidelines for Student Assistance

Guiding Discussions Towards Goals and Decisions

- I. Once you have crossed the first hurdle and gotten the discussion off the ground, you may find the following questions helpful in guiding students to SET GOALS:
 1. WHAT are your immediate goals in your first semester of college; for education in general; in developing social contacts, etc.?
 2. WHAT hurdles, obstacles or problems do you foresee that will hinder or prevent you from achieving those goals?
 3. WHAT university or professional resources are available to help you achieve your goals?
 4. WHAT personal strengths do you feel can help you accomplish your goals?
 5. WHAT are some long-range plans for the next 3, 4, or 5 years?
 6. HOW do you see your life changing?

- II. Another area of concern for students is DECISION-MAKING. The following questions can help students with this process.
 1. Define the problem:
 - ⊕ Exactly what is it that seems to be causing the problem?
 - ⊕ How do you feel about it?
 2. Collect and analyze facts:
 - ⊕ What do you know about the situation?
 - ⊕ What are the positive and negative aspects?
 3. Examine the alternatives:
 - ⊕ What could you do about it?
 4. Test the alternatives:
 - ⊕ Which solution seems the best to you?

Helping Students under Stress

I. HOW CAN YOU RECOGNIZE A STUDENT IS UNDER STRESS?

The following signs, depending on their severity, usually indicate that a student is under some degree of stress and may need help. A single sign in a pronounced state, or a cluster of signs appearing about the same time, would probably indicate the need for referral to the Counseling Center.

A. A Stated Need for Help. The need for help may be stated directly or indirectly, strongly or modestly. It is important not only to *hear* the student, but also to *evaluate* the content of his or her message to you.

B. Unusual Changes in Behavior.

- ⊕ Withdrawal from the student's usual social interaction
- ⊕ Inability to sleep
- ⊕ Loss of appetite
- ⊕ Unexplained weeping
- ⊕ An acute increase in activity i.e., ceaseless talking, inability to relax
- ⊕ Noticeable absence from classes
- ⊕ Exaggerated irritability
- ⊕ Incoherent conversation
- ⊕ Undue anxiety i.e., excessive worrying or expressions of fear
- ⊕ Compulsive behaviors i.e., twitches, excessive or repetitive actions
- ⊕ Exam time "jitters"

C. Rapid Onset of Physical Illness.

- ⊕ Complaints about unusual bleeding
- ⊕ Chronic digestive problems and stomach problems
- ⊕ Impairment of vision
- ⊕ Severe and frequent headaches
- ⊕ Dizziness

D. Traumatic Changes in Personal Relationships.

- ⊕ Death or serious illness of a family member or close friends
- ⊕ Difficulties in family relationships
- ⊕ Dating and courtship difficulties

E. Drug or Alcohol Abuse.

F. References to Suicide.

Through careful listening, it is possible to distinguish between a “theoretical” discussion of suicide and the personal anguish of not knowing if “life is worth the hassle.” Regardless of which is the case, a referral to the Counseling Center is appropriate. And, if the conversation includes the *how*, the *when*, and/or the *where* of the suicide, then it may be assumed that the suicidal threat is serious and IMMEDIATE referral is necessary.

Referral Skills

HOW TO REFER STUDENTS

1. REFERRAL DECISIONS – ability to determine whether a referral should be made.
 - A. Determination of problem(s).
 - B. Determination of whether or not you can help and/or are qualified to offer the assistance needed.
 - C. Determination of possible agencies or persons to whom the student may be referred.

2. REFERRAL PROCESS – ability to professionally refer the student to the proper person or agency for help.
 - A. Explain in clear and open manner why you feel it is necessary to refer.
 1. Take into account the student’s emotional and psychological reaction to the referral.
 2. Get the student to discuss his/her problem(s), consider the reasons for referral, evaluate possible sources of help, and assist in the selection of the specific person or agency.
 - B. Explain fully the services, which can be obtained from the resource person or agency you are recommending.
 - C. Reassure student about capability and qualifications of resource to help meet the particular need expressed.
 - D. Give the student the name of a contact person to ask for or help by calling for an appointment for the students.
 - E. Discuss with the students any need for transfer of data and obtain consent and approval for the transfer.
 - F. Assist the student in formulating questions to ask or approaches to take.
 - G. Transmit all essential information to the person or agency that will assist the student.

3. FOLLOW UP – ability to evaluate the appropriateness and effectiveness of the referral.
 - A. Determine if the student kept his/her appointment.
 - B. Discuss with the student his/her evaluation of the help received from the agency or person.
 - C. Determine whether you selected the appropriate source of help for the student.

Source: Crockett. D. Advising Skills, Techniques, and Resources, pp. 759.

When to Refer Students

Aside from the signs or symptoms that may suggest the need for counseling, there are other guidelines, which may help the advisor define the limits of his/her involvement with a particular student's problem. It is important not only to hear what the student is saying, but to also be attentive to the nonverbal behaviors as well as the feelings underlying the message. A referral is usually indicated by the following circumstances:

1. **WHEN A PERSON ASKS FOR REFERRAL.** It is a good idea to explore with the student the urgency of this need. It may be the student is feeling quite upset and some exploration will help the individual feel more comfortable being referred.
2. **WHEN A STUDENT PRESENTS A PROBLEM OR REQUESTS INFORMATION, WHICH IS OUTSIDE YOUR RANGE OF KNOWLEDGE.**
3. **WHEN A PERSON CONTEMPLATES SUICIDE.** Although there are wide differences in the seriousness of suicidal thoughts, anytime a student is thinking about it seriously enough to discuss it with you he/she is probably pretty upset. Although it is important for you to help deal with immediate feelings, ethically, a threat to self or others requires strong intervention on the part of the faculty or other professionals. In order to assess the severity of the suicidal thought, a counselor in the University Counseling Center should be contacted. Offer to walk with the student to see the counselor. If you consider the situation to be a serious one warranting immediate attention, then tell the secretary that this is an emergency situation. Such emergencies are responded to immediately. It is possible to save a life by quick, effective action. There is a growing incidence of suicide among young people. *If you are concerned about a student, let someone know!*

4. **WHEN YOU FEEL THAT THE HELP YOU'VE GIVEN IS INSUFFICIENT.**
None of us can successfully help everyone we try to help because of personality differences, lack of experience, or a variety of other reasons. When you have the feeling that you have not been helpful, try to be honest with the student and suggest a specific person or agency that would meet the student's needs. Also, suggest someone from the University Counseling Center.

5. **WHEN YOU LACK OBJECTIVITY.** If you identify with the student too closely because they are your friend, neighbor, relative, etc; it may affect your assessment of and ability to help correct the issue. It would be better for the student to be referred to someone who is impartial.

6. **WHEN A STUDENT IS RELUCTANT TO DISCUSS A PROBLEM WITH YOU FOR SOME REASON.** You may sense that the person may not feel comfortable talking to you; for example, the student might be more at ease talking to a male or a female, or a counselor of similar ethnic origin. In that case, you should refer the student to an appropriate individual.

7. **WHEN A STUDENT HAS PHYSICAL SYMPTOMS.** Headaches, dizziness, stomach pains, and insomnia can be physical manifestations of psychological states. If a student complains about symptoms they suspect (or you suspect) may be connected with their problem, it would be in their best interest to refer them to a professional, possibly a nurse or physician at the Student Health Service.

Source: Adapted from Crockett, D. (1980) Advising Skills, Techniques, and Resources, pp.

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To Sum It Up

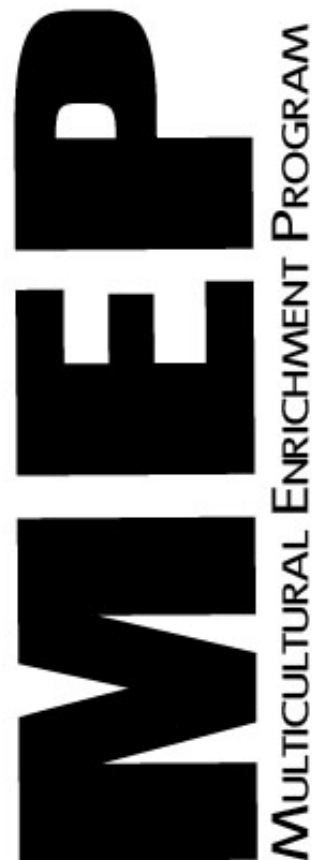
1. Find out enough about the student's problem to be able to make the best referral.
2. Involve the student in the process. Deal with the feelings about the referral (i.e. objections, fears, etc.) It is better to have them discussed before the student leaves.
3. Go slowly – except in an emergency, the student should be made aware that he/she has a choice to accept or refuse the referral.
4. Be very specific in the referral (identify location, name of counselor, telephone number).
5. See how much help the student needs in contacting the referral. Try to let the person do as much for himself/herself as you can.
6. Follow up! Even if the student refused the referral, following up at a later date will demonstrate your continued interest.

Finally, the referral process is one that should communicate to the student that:

1. You are concerned about his/her well being.
2. You consider the problem one that requires professional attention, which you are unable to provide.

These two messages effectively communicated can determine the attitude with which the student enters counseling. That attitude affects the progress and outcome of any psychological intervention.

Source: Crockett, D. (1980) Advising Skills, Techniques, and Resources, pp. 597



The Evaluation Process



Multicultural Enrichment Program (MEP)

"A MENTOR IS A KIND OF GUIDE, WHO, DESPITE HAVING BEEN FAR ENOUGH TO KNOW SOMETHING OF WHAT'S DOWN THE PATH, COMES BACK TO WALK WITH YOU, AND THUS LEADS WITHOUT LEAVING YOU TO FOLLOW."

BOYD (1988)

Mentee and Mentor Agreement Form

"WE ARE VOLUNTARILY ENTERING INTO A MENTORING RELATIONSHIP WHICH WE EXPECT TO BENEFIT BOTH MENTOR AND MENTEE, AS WELL AS THE WAKE FOREST UNIVERSITY COMMUNITY. WE WANT THIS TO BE A RICH, REWARDING EXPERIENCE AND AGREE TO MUTUAL CONFIDENTIALITY. THIS IS A FORMAL ONE SEMESTER PROGRAM."

MENTOR

DATE

MENTEE

DATE



Multicultural Enrichment Program (MEP)

“A MENTOR IS A KIND OF GUIDE, WHO, DESPITE HAVING BEEN FAR ENOUGH
TO KNOW SOMETHING OF WHAT’S DOWN THE PATH, COMES BACK TO WALK WITH YOU,
AND THUS LEADS WITHOUT LEAVING YOU TO FOLLOW.”

BOYD (1988)

Mentee and Mentor Relationship Termination Form

*“We Voluntarily Choose To Terminate Our Mentoring Relationship. We Understand
That We Have The Choice To Be Reassigned To Another Mentor Or Mentee
Or We May Choose To End Our Participation In The Multicultural Enrichment Program.”*

Please explain why you are choosing to terminate your relationship. BE SPECIFIC:

MENTOR _____ DATE _____

Do you wish to be reassigned? Yes No

MENTOR _____ DATE _____

Do you wish to be reassigned? Yes No

Mentor Evaluation Form for Mentees
Fall 2009

Your Name _____ Date _____

Your Mentor's Name _____

1. How many times have you met with your mentor? (approximately) _____

2. How often do you meet with your mentor? (Please circle)

Weekly Bi-Weekly Monthly Bi-Monthly Never

3. Is your mentor usually available when you need him/her? _____

4. What types of concerns do you discuss with your mentor? (Check all that apply)

___Academic ___Social ___Athletic ___Personal advising ___Referral ___Other

5. How effective do you feel the mentoring process was for you this semester?

(Ineffective) 1 2 3 4 5 (Very Effective)

6. How would you describe your relationship with your mentor? (Please circle)

Non-existent Bad Fair Good Excellent

7. What could your mentor do to improve the relationship?

8. What was the MOST valuable part of your mentoring experience?

9. What was the LEAST valuable part of your mentoring experience?

10. Additional comments on the program's strengths, suggestions for improvements, etc.

Mentee Evaluation Form for Mentors
Fall Semester 2009

Your Name _____ Date _____

Your Mentee's Name _____

1. How many times have you met with your mentee? (approximately) _____

2. How often do you meet with your mentee? (Please circle)

Weekly Bi-Weekly Monthly Bi-Monthly Never

3. Is your mentee usually available when you need him/her? _____

4. What types of concerns do you discuss with your mentee? (Check all that apply)

____Academic ____Social ____Athletic ____Personal advising ____Referral ____Other

5. How effective do you feel the mentoring process was for you this semester?

(Ineffective) 1 2 3 4 5 (Very Effective)

6. How would you describe your relationship with your mentee? (Please circle)

Non-existent Bad Fair Good Excellent

7. What was the MOST valuable part of your mentoring experience?

8. What was the LEAST valuable part of your mentoring experience?

9. Additional comments on the program's strengths, suggestions for improvements, etc.

***Student Coordinator Evaluation Form
for Mentors
Fall 2009***

Your Name _____ Date _____

Your Coordinator's Name _____

1. How often did you hear from your Coordinator?
Never Bi-Monthly Monthly Bi-Weekly Weekly

2. Is your Coordinator usually available when you need him/her? _____

3. What types of concerns do you discuss with your Coordinator? (Check all that apply)
 Clarification of MEP Process
 Concerns about Mentees
What were these concerns?
 Contacting Mentee
 Advising Mentee
 Other (please specify) _____

4. How effective do you feel the Coordinator process was for you this semester?
(Ineffective) 1 2 3 4 5 (Very Effective)

5. How would you describe your relationship with your Coordinator? (Please circle)
Non-existent Bad Fair Good Excellent

6. What could your Coordinator do to improve the relationship?

7. Additional comments on the program's strengths, suggestions for improvements, etc.



AUGUST
Mentor/Mentee Initial Meeting Summary

Mentor: _____ Phone: _____

Campus Address: _____

Mentee's Name: _____

Meeting Date: _____

- Location/Contact Code (circle one):
- | | |
|-------------------------|------------------|
| 1. Residence Hall Visit | 4. Met on Campus |
| 2. On Campus Event | 5. Phone Contact |
| 3. Off Campus Event | 6. Other Contact |

ACADEMIC TRANSITION ___ smooth ___ difficult

If "difficult," please explain _____

SOCIAL TRANSITION ___ smooth ___ difficult

If "difficult," please explain _____

ACADEMIC ADVISOR ___ gave adequate help ___ neutral ___ inadequate

If "inadequate," please explain _____

COURSE SCHEDULE ___ easy load ___ adequate load ___ overload

If "overload," please explain _____

TIME MANAGEMENT ___ managing ___ adjusting ___ struggling

If "struggling," please explain _____

IMPRESSION OF THE OFFICE OF MULTICULTURAL AFFAIRS

___ positive ___ neutral ___ negative

If "negative," please explain _____



Mentor/Mentee Monthly Meeting Summary

To be completed following each Mentor/ Mentee Contact
Please return to the Office of Multicultural Affairs by the end of each month.

Mentor: _____ Phone: _____

Campus Address: _____

Mentee's Name: _____

Meeting Date: _____

- Location/Contact Code (circle one):
- | | |
|-------------------------|------------------|
| 1. Residence Hall Visit | 4. Met on Campus |
| 2. On Campus Event | 5. Phone Contact |
| 3. Off Campus Event | 6. Other Contact |

Visit Summary:

Mentee's Signature*
(*not necessary when contacted by phone)

Mentor's Signature