

TRIO SSS

Peer Mentor Handbook

2022-2023

Peer Mentor Job Description

**Peer Mentor**

*The mission of TRIO Student Support Services is to* ***challenge and support*** *students to recognize and define themselves as unique, evolving, and self-directed individuals who develop a value system for* ***lifelong learning*** *and good* ***citizenship****.*

*In* ***partnership with students****, we create a safe and comfortable environment that promotes* ***belonging.*** *Together with students, we offer activities, experiences and opportunities congruent with the educational mission of the university and student’s educational aspirations.*

*By supporting programs, services, activities and interventions that foster dialogue and interactions with students and their peers, staff, and faculty, we provide mentees with an* ***educational advantage.***

*Through active involvement in the process of their own education, mentees are empowered to further their* ***individual development,*** *contribute to the positive development of their community, value diversity, and increase their investment in and commitment to learning.*

**General Description**

The peer mentor is a student staff member who provides leadership for participants in the TRIO SSS Program. Mentors assist in achieving the program goal of supporting first generation and low-income students. In addition, the program’s primary goal is graduating all students who participate in the program. Each mentor will be assigned to help first year students of the program in exploring and succeeding in their perspective majors.

**Required Qualifications:**

* Active participant in a TRIO Program
* Demonstrate knowledge of campus and community resources
* Cumulative GPA of 2.75 or higher
* Excellent oral and written communication skills
* Computer literacy

**Responsibilities**:

* Mentor first year undergraduate students throughout academic year
* Refer students to appropriate university resources, as the needs arise
* Meet with mentee one-on-one once a month
* Provide regular written documentation of interaction with mentees
* Regularly attend scheduled monthly mentor meetings
* Meet with students in your major for questions and answers
* Attend, assist and present at various workshops and seminars
* Other duties as assigned by supervisor

**Application Requirements:**

* 1-2 page cover letter (please include the following):
	+ Why are you interested in the position?
	+ How has the TRIO SSS Program shaped your student experience?
* Resume
* 2 Professional References

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Mentoring 101

What is Mentoring?

The original “Mentor” was described by Homer as the “*wise and trusted counselor*.”

***Mentoring:*** The process by which an experienced person provides advice, support, and encouragement to a less experienced person. A mentor is a teacher or advisor who leads through guidance and example.

***Your role as a mentor:*** As a mentor you have much to offer TRIO students. You can provide encouragement, guidance, and support that may not be available to them through their academic department. You can tell them what the most important things they can be doing to prepare for the next semester or even the next exam. Your role is to help “decode” the mystery of GVSU to an undergraduate student. Make this big place a small place and easy to navigate.

What can you offer your mentee(s)? One of the most valuable things you can do for your mentee(s) is to be a good listener, especially one outside of their academic environment, someone not grading them. Another valuable thing you can offer is your own experiences, both positive and negative, from where you were a first year student, or now as upperclassmen.

Mentor Responsibilities

**1. Establish a positive, personal relationship with your mentee(s).**

* Avoid acting as if you were nothing more than a professional service provider (“I’m here to do a job. I’m a tutor/peer advisor/student office worker; I’m *not* here to be your friend!” Make a proactive effort to act as a guide, a “coach,” and an ally and advocate.)
* Establish a positive relationship with your mentees.
	+ Be yourself and allow your mentee to be themselves.
	+ Openly and honestly share “lessons learned” from your own experience.
	+ Provide support and encouragement.
* Encourage your mentee by giving them genuine positive reinforcement
* Create a trusting and supportive environment.

**2. Help your mentee(s) to develop academic and life skills.**

* + - Work to accomplish specific goals (e.g., tutoring assistance on a homework assignment or peer advising about the best use of “free” time).
		- When and where appropriate, emphasize life-management skills, such as decision-making, goal setting, time management, dealing with conflict, values clarification, and skills for coping with stress and fear.
* Encourage and motivate mentees to achieve academic success
* Seek assistance if questions arise that you cannot answer. Don’t attempt to handle situations for which you are not qualified to deal with. You are NOT expected to know all the answers.

**3. Assist mentee(s) in accessing academic and university resources.**

* Provide information — or better yet, help your mentee(s) to find information — about academic resources (faculty, staff, academic support services, student organizations, etc.). Assist your mentee(s) in learning how to access and use these resources — don’t assume that just because they know where their professor’s office is that they also understand how to talk to their professor.
* Advocate for resources and referrals

**4. Enhance your mentee’s ability to interact comfortably and productively with people/groups from diverse racial, ethnic, cultural, and socioeconomic backgrounds.**

* Your own willingness to interact with individuals and groups different from yourself will make a powerful statement about the value placed on diversity. Model the attitudes and behaviors that you emphasize.
* Contrary to popular belief, we are *not* “all the same.” It is important to acknowledge and understand, not ignore our differences. We need to learn how to use our differences as resources for growth.
* Respecting our differences is necessary but not sufficient; we need to know how to negotiate our differences in ways that produce new understandings and insights.
* Everyone holds preconceptions and stereotypes about one’s own group and other groups. Take special care that you are not (intentionally or unintentionally) promoting your own views and values at the expense of your mentees’ viewpoints. Work at understanding and critically examining your own perspectives on race, ethnicity, culture, class, religion, sexual orientation, etc.

[Adapted from Mentor Training Curriculum, National Mentoring Working Group convened by United Way of America and One to One, 1991, in *One to One “Mentoring* *101” Curriculum*, The California Mentoring Partnership.]

Mentor Requirements:

* Mentors will have a current application and resume on file.
* Mentors will agree to and sign a confidentiality agreement.
* Academic Standing: Peer Mentors must maintain the standards and minimum requirements associated with the Peer Mentor position. Peer Mentors must be enrolled as full-time students and must be in good academic standing. Should a Peer Mentor’s grade fall below 2.75, the Peer mentor will be placed on probation for one semester. At the end of the semester, the grade requirement must be met to be considered for rehire. If the semester grade point average falls below a 2.5 or the cumulative GPA falls below 3.0, the Peer Mentor will be removed from their position.
* Training: Peer Mentors will be required to return to school and report for student staff training and work obligations prior to the beginning of classes each semester. All Peer Mentors are expected to attend all training and new student activities that occur during training. This training takes precedence over and all extracurricular activities with which a Peer Mentor is involved in.
* Peer Mentors are required to be present at events which they were assigned/sign up for until the Peer Mentor supervisor deems appropriate.
* Peer Mentors will submit their activity logs weekly.
* Evaluations will be completed at the end of each semester, evaluating the program, the development of their mentoring relationship, and their own progress as a mentor.

Mentor Roles:

TRIO SSS has two types of mentoring:

## One-on-One Mentoring

*One-on-one mentoring* will consist of the mentor meeting individually with students to discuss the transition to college, help with study skills, and locate/refer them to campus resources. This is a chance for the mentee to have a positive role model who has walked their path and can share experiences, guiding them on their way to collegiate success. Feeling connected to campus is one of the biggest reasons for students persisting at a college. The mentor will be one of those connections.

*Study tables* are weekly times where our participants can come for quiet study or small group work. These will be held in the evening and the peer mentors will decide on day and time. Once the day and time are chosen, the Peer Mentor will be the host at these nights. A sign in sheet will be available. Peer Mentors will be available to help students in basic study skills or referrals as needed.

## Lead Mentoring

*Lead mentoring* will allow mentors opportunities for involvement with groups and events. Mentors can be the leaders or assistants at any of these. Opportunities include TRIO workshops/programming, service learning events and campus sponsored events (for example taking groups to the Career Fair, meeting students to go to the Undergraduate Research Fair, etc.). See Program Planning Checklist in Appendix

Workshops/Programming

Each semester the TRIO program hosts various workshops and programming.

* Lead mentors are encouraged to attend and participate in any of these.
* Lead mentors who have an interest may also work with the programming team to present at any of these events.

Additional workshops/programming

Due to requests or a common need, lead mentors are encouraged to work with the programming team to develop and present a workshop/program to program participants.

 Process includes:

* + Topic approval
	+ Tentative times and dates to select from
	+ List of any supplies or support needed

 Programming Team

* Assist with securing location
* Help with marketing event – flyer, social media and emails
* Gather supplies if need

Service Learning Events

 Each month a service learning topic or organization will be chosen to provide opportunities for TRIO participants to volunteer. Lead mentors can play various roles in the service learning events.

* Create an educational piece to share with volunteers about the project
* Lead a team of participants in planning the execution of the event
* Lead the participants in the event
* Propose possible future service learning events

 Campus Sponsored Events

 Going to events, especially those that involved hundreds of people, can be intimidating to students. Lead mentors can take a group of participants to events on campus. Lead mentor should have knowledge about the event to give a brief overview before leading the group. Examples of campus sponsored events can include:

* Intercultural Student Reception
* Undergraduate Research Fair
* Study Abroad Fair
* Career Fair

Time Commitment:

*Contract Period*: Peer Mentors are hired from training to the end of the academic year (Winter Semester Finals Week). Mentors who wish to return the following year must reapply.

Peer Mentor applications and interviews will be conducted in winter semester. Notification of hiring should be done before finals week of winter semester. At that time mentors will be given the dates of training and orientation which are mandatory for all peer mentors to attend.

All mentors will be expected to commit to hours allotted by their program per week which includes time for administrative work per week.

*One-on-One Mentors* will meet with their mentee(s) twice per month in first two months of each semester and once a month for last two months. Email check-ins should be done weekly until midterms.

*Lead Mentors* will work planning their programs. They are expected to work at least 5 hours per week between planning and attending events.

*Study Tables* are set up each semester and are hosted by peer mentors. Sign-ups will be available for mentors to select the days they are available to work. Mentee meetings may take place during this time. Peer mentors should try to talk to each student at the tables and make notes on these meetings. If snacks are available the peer mentor will be responsible for passing these out.

*Midterm and Finals Break Rooms* are hosted by peer mentors. Peer mentors will work with their supervisor if they are to bring the campus food to the area assigned for the break room. During the break room times, mentors will meet with students, make sure the area is clean, ensure that supplies for any activities are available and make copies if needed. Other assignments may be given on specific days.

Tracking Student Information

You will need to have a record of the interactions you’ve had with your mentees. Not only will this help you discuss how your job is going with your supervisor it allows us to know more about how the mentees are doing.

You will put the date, time, length of meeting and name on the Activity Log. In the discussion box, put see attached Note. On the Notes sheets you will add the same information and your name then a description of what you talked about or did during your meeting.

While we record this data as per our grant regulations, this is also a way to help remind you of your last meeting or topics you want to address in future.

When keeping notes on mentee matters, be factual with information and do not use commentary or surmise opinions about what may have transpired.

Skills for Effective Mentors

Many skills are vital for mentors to develop in order to perform and serve their students effectively. In most cases you will be addressing issues related to academics, but as your relationship grows with your students, they may come to you with issues of a more personal nature--these issues will often have an impact on their success as a student. The most important thing to remember in any situation is that you’re not a counselor. Know your limits--sometimes the best way you can help others is by referring them to someone else with more experience.

**Keys to Success**

***Listen***

* Ask **open-ended** questions: Any question that elicits a “yes/no” answer won’t be as helpful as a “what, when, how, who” question. “Why” questions seem like they would get more information, but keep in mind that they can sometimes imply criticism and cause defensiveness (i.e., “Well, why didn’t you go to all the study sessions?”).
* **Attend and respond** to both content and feeling. Often there are two things going on at once--there is an issue and the person has some kind of feeling or reaction to that issue. You need to attend and respond to both. Consider this: “I’m so mad about my Chemistry test!” What is the content (performance on the Chemistry test)? What is the feeling (anger)? It’s important to attend to both. Remember that issues presented to you could have some underlying themes and might even be symptoms of a larger problem.
* **Let the student solve the problem**: It’s easy to want to try to solve things for people, but that’s not really as helpful as it might seem. Usually, the student knows the answer or knows how to solve the problem but just needs someone to ask the right questions and encourage their processing.
* **Refer to/use your resources**: You are not a trained counselor. Don’t expect yourself to be. But know your resources and help people make use of those individuals and services. It’s okay to say, “I don’t know” as long as you get the information for the person.

**Self-disclosure** Use it as long as it’s helpful to the person and not just a story. “I was in a similar situation and I did this which helped,” vs. “I was in that situation, too, and it sucked and no one helped me and blah, blah, blah.” How helpful was that? Not at all!

**Communication skills include:**

* **Listening** –fully participate in a conversation by being an active listener and utilizing some simple counseling skills such as reflecting, encouraging and asking questions. Be aware how your body language can affect a conversation.
* **Observing**- be aware of how the student is presenting the message or ideas through body language and unspoken words.
* **Presentation**-be very clear in your communication of facts and opinions. Try to understand what the student is saying, not by how you hear it, but in how they are approaching and thinking about what they are saying. Communicate with them in ways they will understand.

 **Personal skills include:**

* **Availability**-even if a student does not need to seek you out, they see you as being a helpful mentor when you are present and available to them.
* **Seeking** –seek students out, especially at the beginning of the year. Students are less likely to seek you out initially; so waiting for them to come to you may be wasted time.
* **Being an example**- the students with whom you work will observe you closely, especially if they are first-year students who are new to the campus environment. Your role is one of responsibility; make good decisions in what you say and how you act when you’re interacting with them. Remember that you are a **role model**.

Misconceptions about Peer Mentoring

**Misconception**: By calling yourself a “Peer Mentor,” you become a mentor.

**Reality**: Not all experienced students who work with fellow students as advisors or tutors are Peer Mentors, even if they have that job title.

Peer Mentors are those who have developed consciousness about mentoring and in their interactions with fellow students demonstrate respect, patience, trustworthiness, and strong communication skills, especially listening skills.

**Misconception**: To become a mentor requires a lot of time and a lot of work.

**Reality**: Becoming a mentor requires a change in consciousness — i.e., how you think about yourself and how you think about others.

Workshops and training sessions can help experienced students to develop this consciousness. Mentoring is not a matter of working harder or longer or adding to your job responsibilities but seeing your work differently.

**“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.”- Unknown**

Ethical Standards for Peer Mentors

As you perform your duties as a Peer Mentor, it is critical to understand and practice ethical behaviors. It is very likely that you were selected for this position because you possess the ability to establish strong rapport with students. The interpersonal skills that made you a prime candidate for the position can also place you in challenging situations. As you serve in your role, it is important to adhere to some guiding principles of helping professions:

### **Ethical Standards**

* Peer mentors will have knowledge and act consistently with the standards that are appropriate to Grand Valley State University and the TRIO programs.
* Peer mentors will respect the autonomy and individual dignity of the students they serve by demonstrating respect and courtesy at all times.
* Peer mentors will avoid acting beyond the scope of the service for which they were selected and trained and not attempt to offer professional services requiring more extensive qualifications and training. If a student tells you of a situation that you are not qualified to handle and do not know which campus resource to refer the student to, please contact any of the TRIO staff.
* Peer mentors will act in their practice for the benefit and welfare of students, being careful to avoid issues in which conflict of interest, bias and dual relationship could jeopardize this helping stance. Consider sensitive issues that may make you less approachable to certain students (politics, religion, etc.).
* Peer mentors will avoid situations that may be considered unethical or that may have negative ramifications in the future such as spending time alone with a mentee, physical displays of affection, contact with a mentee's family or mentee overnight visits at my home.

**Adhere to the following practices** to ensure that you act in a way that benefits and serves the welfare of students. Here are some ways to do this:

* Consult with your supervisor when you face a situation that makes you uncomfortable, or when you experience a conflict or dilemma.
* Act appropriately when working with persons for whom you feel attraction. Establishing intimate or strongly personal relationships with your mentees compromises your helping role. Avoid over-familiarity with mentees by maintaining a degree of professional distance. Do not show preferential behavior towards any of your mentees
* Remember that as a mentor you are a role model. You are obligated to maintain congruence between what you say to fellow students in your role and how you act in other facets of your life where you can be seen (or heard). Always consider the impression you are making when attending parties where alcohol is served. You should refrain from inviting mentees to parties where there is underage drinking, drug use or inappropriate behavior. Avoid appearance of impropriety. Act as a positive role model for both fellow peer mentors and your students by not participating in questionable or unethical behaviors.
* Work cooperatively with other peer mentors when possible. Refrain from gossip, complaining or negative comments about your mentees, professors, or other representatives, especially in public places.

Confidentiality Tips and Reminders

***THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 20 U.S.C. SEC 1232g***

*The Family Education Rights and Privacy Act of 1974, popularly known as "FEPRA" or the "Buckley Amendment," is a Federal law that protects the privacy of student education records. This law applies to all schools that receive federal funding from the U.S. Department of Education.*

1. Be careful with whom you share information. Is that person directly involved with the student's education? Does that person have a right to know? Even sharing information with other peer mentors is not allowed. In this case you would share only if that peer mentor will also be working with the student and needs to know the information.
2. Be careful about using student names and/or talking about their issues within hearing of non-involved staff or students. Be aware of those around you when engaging in conversations.
3. Suggest that questions about a student are best directed to TRIO SSS STEM-HS
4. Be careful not to distort, exaggerate, or confuse information.
5. Be prepared to respond to questions. No matter who asks you a question about a student, if you do not feel comfortable answering it…don't. You can do this gently and politely. Be direct and honest, *“I’m sorry, I can't say. I would be breaking confidentiality."*
6. *Electronic Messages:* When texting, emailing, instant messaging, or having confidential notes on your computer, ensure you are using the information in exact form and that the messages are sent in a secure manner to only appropriate information. If in doubt, ask.

**Importance of Confidentiality – see *Confidentiality Agreement***

There must be a mutual understanding between the Peer Mentor and Mentee that conversations are protected between the two of them. A bond of trust is formed when a student comes to share something with you. It is important that you give them your attention and assure them, if possible, that what they tell you is kept in confidence.

Information shared between a mentor and student cannot always be confidential. In some specific instances, maintaining that bond of trust means that you need to share information with others. If a student discussed with you a situation that could result in self-harm or harm to others, it is your responsibility to report that information immediately to the appropriate persons to a TRIO staff. If the mentee has a condition that is beyond your ability to assist with (e.g., serious neurosis, alcohol/drug problems, or depression), it is in the mentee’s best interest that you share that information as well.

*People you* ***can*** *share information with:*

* Your supervisor
* Relevant professional staff (TRIO SSS/STEM Directors, Program Advisors, Student Engagement Specialist)
	+ Those who would already have access to confidential information without your assistance
	+ Note: sometimes share across, always share up, never share down

 *People you* ***cannot*** *share information with*:

* Parents
* Significant others
* Friends
* Roommates

Mentor Challenges

Mentor/Mentee Matching:

Care will be taken when assigning mentors and mentees. Marches will be made by majors when available or by home locations. Either way will allow some common ground and familiarity when meeting with the mentee for the first time.

It is important to realize that your first meeting may be awkward and you may do most of the talking. It takes time to build a relationship and trust. Consistency and honesty will help.

Mentor/Mentee Mismatch:

Assigning mentors to mentees is not an exact science. There are times when it will be apparent to the mentor that this is not a good match. Do not take it personally or believe you have done something wrong. Differences in persons can make for not everyone connecting. Report this to your supervisor and a new match will be made. Remember it is not your fault.

Challenges You May Encounter as a Mentor

There is no “standard” method to use to address the challenges you may encounter. Be sure to talk with your supervisor about challenges that you’re facing in your Peer Mentor role. Other Peer Mentors may also be helpful to you as you address different issues. There are many resources available to assist you. Be sure to use them!

**Motivating/encouraging:**

* Getting students excited about school/activities
* Students not wanting to participate in planned activities
* Trying to make everyone happy
* Dealing with apathy
* Students not meeting expectation

**Role perceptions:**

* Being viewed as a teach or parent
* Not being viewed as a peer
* Students wanting you to solve their problems
* Not being seen as an authority figure

**Time issues:**

* Getting students to show up for meetings
* Working with multiple schedules when trying to plan events
* Finding time to build relationships
* Balancing activities with mentoring
* Having consistent contact with individuals

**Personal issues:**

* Giving advice with personal morals/values getting in the way
* Dealing with roommate issues
* Confrontation issues
* Possible language barriers

**Programming/activities:**

* Program planning
* Breaking the ice
* Being inclusive
* Getting everyone involved

**Addressing questions:**

* Helping others understand their major
* Not being able to answer certain questions
* Not giving too much advice but, instead, empowering the student
* Reaching out to those who need assistance but won’t ask for it

Active Listening

5 Key Elements of Active Listening

**1. Pay Attention**

* Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.
* Look at the speaker directly.
* Put aside distracting thoughts.
* Don't mentally prepare a rebuttal!
* Avoid being distracted by environmental factors. For example, side conversations.
* "Listen" to the speaker's body language.

**2. Show That You're Listening**

* Use your own body language and gestures to convey your attention.
* Nod occasionally.
* Smile and use other facial expressions.
* Note your posture and make sure it is open and inviting.
* Encourage the speaker to continue with small verbal comments like yes and uh huh.

**3. Provide Feedback**

* Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.
* Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.
* Ask questions to clarify certain points. "What do you mean when you say." "Is this what you mean?"
* Summarize the speaker's comments periodically.

**4. Defer Judgment**

* Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.
* Allow the speaker to finish each point before asking questions.
* Don't interrupt with counter arguments.

**5. Respond Appropriately**

* Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.
* Be candid, open, and honest in your response.
* Assert your opinions respectfully.
* Treat the other person in a way that you think he or she would want to be treated.
* Try to understand the complete message being sent

The First Meeting

Getting the Mentoring Relationship Off to a Good Start

Mentoring pairs who maintained regular contact fared best. Not every contact need be lengthy or weighty. Short messages containing small talk is as necessary for establishing a relationship as long, deep messages. Remember, consistency in maintaining contact is most important. We recommend contacting your mentee once a week. An added benefit of weekly contact is that you can easily establish routine for sending an e-mail, such as every Friday morning or Monday afternoon. You may find that the frequency of contact varies depending on your mentee’s needs and schedule. As long as you are comfortable with the frequency of contact, then everything is fine. Also, if you have other email addresses you use, you may want to let the mentee know that beforehand if you will be sending him/her messages from two different addresses. Likewise, you may let them know at which address you prefer to receive messages.

1st Contact/1st Meeting

* Introduce yourself and set up a meeting time and place.
* Find out what is going on in their lives and show that you care by offering help.
* Ask about their interests, campus involvement, family, hometown, what they like to do, roommate/living arrangements, employed, career ambitions, weekend activities, how semester is going, what goals do they have.
* Let the mentee share whatever is on their mind, listen attentively by employing active listening elements above.
* It takes time to build trust so be patient and ultimately be there for the student.
* Ask what they would like help with. Sometimes it is just a listening ear, other times they may need help finding a resource.
* For first year students, talk about their transition, their housing and how their classes seem at this time.
* For second year and above students, ask what they would like from a mentor and how best you can help them.
* Using the Mentor/Mentee Contract, make a plan for the semester and sign it. Both of you will keep a copy (the third copy will be filed in the office).
	+ When is the best time to meet?
	+ How long do you want to meet for?
	+ What are your expectations for the sessions? Planned or spontaneous by what is happening now?
	+ Are their specific activities you want to do? Specific items to work on?
	+ How will you contact each other? Set parameters. If you do not want to receive calls after 10:00 p.m. – state this.
	+ Make sure you both are in agreement.

The Stages of a Mentoring Relationship

|  |  |  |
| --- | --- | --- |
| **Stage** | **Characteristics** | **Effective****Communication** |
| Beginning of the MatchThe beginning of any relationship is often awkward, and mentoring relationships are no exception. Your first few months will focuson getting to know each other, exploring similar interests, discussing expectations, and starting to form norms and bonds that will shape the rest of your first year together. During this phase mentors should work with their mentees to set parameters for the match, such as when to meet and for how long, what kinds of activities will take place, and how to contact each other. | * Getting to know each other
* The first impressions
* Trying to see the positive in the relationship
* Bonding
 | * Ask open-ended questions
* Use body language that is open and not guarded
* Active listening
* Demonstrate empathy
* Avoid “prescriptive” communication
* Use prompts
* Speak with language that you feel comfortable with
* Don’t be afraid of silence
 |
| Challenging and TestingOnce the mentoring relationship is off the ground, it is normal for your mentee to start testing boundaries of the relationship. Though you’ve spent time affirming that you appreciate and enjoy your mentee, he may still want to see how far your commitment really goes. Because mentees often come from situations in which adults can’t always be relied on, trusting another adult is difficult for them, and they may even try to sabotage the relationship by “acting out.” | * Mentee challenges
* Testing phase
* Rethinking first impressions
* Difficult feelings or emotions may surface
 | * Be consistent in your communication, even if it is difficult
* Demonstrate respect
* Build in problem-solving techniques in your open- ended questions
* Raise sensitive issues at the beginning of your interactions
* Make sure to separate behaviors from who the mentee is
* Disclosure of personal feelings and experiences when appropriate
 |
| “Real” MentoringIn this stage, the mentoring relationship has reached full maturity. Trust and closeness have been established and the match is comfortable having fun and relating to one another. It is during this phase that mentors can use the trust they have built to move their mentees along the developmental pathway—asking them to think about goals or try new things. There may still be testing or behavioral issues, but they do not jeopardize the relationship itself. Mentors that reach this stage must be prepared to maintainthis hard-won status—this is where the real impact of mentoring happens. | * Preparing for closure
* Relationship may become deeper or mentee may start pulling away
* Reflection
 | * Find common language to sum up your feelings
* Provide feedback that describes growth that you observed
* Be prepared to listen and affirm fears that your mentee may have
 |

Rhythm of the Year

Common Issues by Month

**Common Adjustment Issues for New Students**

Many New Students have similar adjustment challenges when they come to college. While everyone transitions differently to new environments, there are some situations that are relatively common. When assisting student with these issues, be sure that you utilize the resources available to you. Sometimes the most important resource you can provide are the names/location of others who are trained to assist students with these concerns. Below are some issues you may encounter:

**Personal challenges**

* Moving to a new environment/leaving family
* Living with a roommate
* Meeting new people
* Making personal decisions everyday
* Facing new peer pressures (sex, drugs, alcohol, etc.)
* Conforming to behaviors that conflict with personal beliefs

**Intellectual/Academic challenges**

* Speaking up in class
* Communication with professors
* Managing course demands and schedules
* Developing semester course schedules
* Seeking academic assistance when problems arise
* Balancing academics and social life

**Physical challenges**

* Copying with weight gain/loss
* Forming positive health habits and breaking problem habits
* Becoming self-reliant in managing health/stress
* Finding lifetime hobbies and activities

**Interpersonal challenges**

* Connecting with a new friendship group
* Starting and managing romantic relationships
* Learning how to show emotions in appropriate ways
* Managing conflict situations
* Recognizing/deciding to act on sexual orientation

**Career/lifestyle challenges:**

* Choosing an academic major
* Changing a major
* Deciding on participation in internships and other work experiences
* Deciding to leave school/change schools
* Making decisions related to future issues (marriage, income needs, etc.)

### **Transfer Students**

Some of you will have the opportunity to work with transfer students. While transfer students are “new” to the university, they are not “new” to college. However, they may have some similar issues as first-years in terms of transitioning to a new environment. Such issues as becoming familiar with campus as well as adjusting to large classes may be challenges they face. In addition, many of their peers already have established their “friend groups.” Finding where they fit in may be something you’ll discuss with them.

**Common issues with which you will assist students**

Be sure to know and use the resources on campus that will help you assist your students. Never be afraid to refer a student to someone else--there are many people on campus who are trained to assist students!

**Academic:**

* Scheduling/registering for classes – after seeing their academic/faculty advisor
* Grading policies/procedures
* Interacting with instructors
* What to do about missed classes or late assignments

**Course-related:**

* Questions about classes and what instructors to take, upcoming projects, class work, writing essays, and what to expect from instructors

**Studying-related:**

* How to study
* Time management issues
* Test taking
* Resources to utilize

**Personal/General:**

* Career questions
* Finding internship/work experience
* Finding the right major
* Roommate conflicts
* Weekend activities

### **Time management/balancing activities**

Time management is one of the adjustment issues with which first-year students are confronted when they come to college. As a mentor, you will provide the most beneficial advice to your mentee in explaining how you handled the task of balancing all of the activities that GVSU has to offer.

Time management is necessary in order to utilize time effectively and efficiently. When time is managed, there is time available for academics, work, social activities and anything else that needs to be done. A few steps to make time management simple include:

* Set priorities along with major goals that need to be accomplished within the next month, the next few weeks and the very near future.
* Keep a log of how you currently spend your time--this helps you identify time wasted, time that may be better used in other ways, etc. It can be an eye-opening experience.
* Keep a master schedule that lists activities that occur every week (e.g., classes, work, meetings, etc.).
* Make a list of assignments due for each week and post it on your desk, near your computer, or somewhere else prominent so you’ll see it many times during a day. Check things off as they are completed.
* Get organized so you can easily find supplies and resources when you need them.
* Use technology.

**Troubleshooting problems/ issues**

There will be times when student will come to you soliciting assistance for number of issues. The following are just a few to be considered:

**Roommate Issues:** Before saying anything, ask the student if they’ve discussed their problems/issues with their roommate. This is where the communication needs to be. If they haven’t, encourage them to do so. If they have talked with their roommate and still need additional assistance to address the issue(s), be sure to use trained staff as resources--such as the RA and/or LCD.

**Academic Issues:** If a student is having academic problems, feel free to talk to them about what they’re going through and assist them in seeking assistance. Their first resource should be the professor. They can also request help from the Tutoring Center, various labs on campus, academic coaches or an academic advisor.

Not all students will experience all these issues and concerns, and they won’t always surface during the month indicated. However, experience suggests that these issues often do occur during the months identified, and know this might be helpful to you as you work with students who many have some pretty typical first-year issues.

**AUGUST AND SEPTEMBER**

**POSSIBLE ISSUES/CONCERNS:**

* Homesickness—especially freshmen (missing friends, family, boyfriend/girlfriend)
* Initial adjustment to academic environment (time management, learning new study habits, test anxiety)
* Living with a roommate, initial fears and conflicts
* New social life (friends, support system, roommate)
* Lower confidence level from being in a new environment, unfamiliar with campus
* Adjustment to increased freedom, absence of immediate parental influence/supervision
* Greater need for time management (high school 8-5, college schedules vary)
* Values Crisis; questions of conscience over such things as alcohol drugs, race differences, morality religion, social experiences and expectations.
* Feelings of inadequacy and inferiority develop because of the discrepancy between high school status and grades and initial college performance.
* 1st year students-Initial euphoria of being in college, high energy and excitement levels, lots of activity
* Small crisis such as buying the right books, getting to class on time, worrying about who to eat meals with, how to get somewhere if you don’t have a car
* Family problems seem amplified because students may be either caught in the middle, relied on for answers, or because they are so far away, feel helpless in helping reach a solution
* Class size, especially in mass lecture halls, lack of personal interest by professors and performance expectations are also major factors.
* Long distance relationship - torn between being loyal to your significant other from home and going out with new people. Can the expectations of both people be adequately met?
* Financial adjustment - involves adjusting to a somewhat tighter budget now that they are in school as opposed to when they were living at home. Students who are supporting themselves have to adjust to budgeting their money also.

**Happenings:**

* + - Campus Life Night
			* TRIO Open House
			* Mentor Movie Night
* Adjusting to classes
* Formation of first impressions of college life
* Quick judgments and friendships based on exterior similarities
* Acting out as a way to deal with stress, uncertainty of role in new place (vandalism, strong emotions, etc…)
* Initial group formation-cliques form, typically around rooms that are close together
* Questions regarding location of classes, resources, and services
* Managing time and long distance
* Room changes may happen

**OCTOBER**

**POSSIBLE ISSUES/CONCERNS:**

* Academic stress from midterms builds with the great demand for studying and preparation. For some students this may be their first exam of the semester. For many, the midterm workload pressures are followed by feelings of failure and loss of self- esteem.
* Students may decide to withdraw from school because they realize that college is not the place for them, they return home for personal reasons or they transfer to another school.
* Financial strain sets in from lack of budgeting experience.
* Adjusting to new study habits includes not just being able to study the way they did in high school. More time and greater workload needs to be incorporated into their schedule for studying.
* Freshmen begin to realize that life at college is not as perfect as they were led to believe by parents, teachers, counselors, etc…Old problems seem to continue, and new ones are added. An external reality they had put their hopes in has failed.
* Grief develops because of inadequate skills for finding a group or not being selected by one.
* Academic stress from mid-terms begins and builds
* Values exploration continues
* Students may be thinking about withdrawing from school because of adjustment issues, stress, fear, anxiety etc.
* Homesickness may still be felt for some
* Low reward level from classes may lead to disappointment and even depression
* Time conflicts between academic and social expectations
* Mid-term pressures build and peak
* Students may notice differences in home life, such as life going on without them there, which can lead to depression.
* Room reassignment planning-students should already be planning on where and with whom they want to live with the next year.

**Happenings:**

* FAFSA opens for next academic year
* Family Weekend
* Midterms
* Make a Difference Day
* Career Fair
* Graduate School Fair

**Peer Mentor Role:**

* Mid-term preparation conversations
* How to study effectively
* Academic advising sessions

**NOVEMBER**

**POSSIBLE ISSUES/CONCERNS:**

* Academic pressure is due to procrastination, difficulty of work and lack of ability.
* Depression and anxiety increase because of feelings that one should have adjusted to the college environment by now; students start questioning about returning for the second semester
* Economic anxieties increase as funds from parents and summer earnings run low
* Students may have given up attempts to make new friends
* Restlessness for vacation; some students confident and high spirited and others not wanting to face parents due to grades.
* Changing weather causes colds
* Students get used to the food in the dining center and may have developed poor eating habits
* Nearing the semester’s end, some students begin to panic with little time left to bring grades up, and many stop making an effort to study or attend classes because it seems too late to do well in the class

**Happenings:**

* Thanksgiving Break
* Winter schedule changes – seek out academic advisor
* Meet with professors
* Use writing center

**DECEMBER**

**POSSIBLE ISSUES/CONCERNS:**

* Extracurricular time strain; seasonal parties and end-of-the-semester get together, religious activities
* Anxiety, fear and guilt increase as final exams approach and papers are due.
* Pre-holiday blues for some, especially for those who have concerns with family. Some won’t be able to go home (due to distance, no one to visit, and those who choose not to go home because of family conflicts)
* Financial strain because of holiday gifts, and for travel costs
* Realization that they’ve made it through their first semester (joy, jubilation, relief)
* Anxiety/internal pressure for those who want to go home to see family and friends
* Final realization that some may not be able to return for a second semester
* Loss of some friends due to dropping out of school
* Many way wonder if their major is right for them

**Happenings:**

* December celebrations
* Finals Intensive Study Hours
* Closing Information
* Finals Week

**JANUARY**

**POSSIBLE ISSUES/CONCERNS:**

* Post-holiday depression about being back again and being away from home
* If the winter is particularly cold, residents will be spending a lot of time indoors in the hall. This may cause high levels of frustration and “cabin fever”
* People begin talking about how good it would be to be back home with their friends
* Some students experience unwanted weight gains
* Reincorporating social and academic aspects of school
* Possibility of new students moving in and changing house dynamics
* Students may struggle with who they are at home and who they are at school, and having to adjust to both after being home for the break
* New students may feel like outsiders and experience difficulty “fitting in”
* Some students experience unwanted weight gains over the break with home cooking and holiday meals
* Getting back into the swing of things can be difficult due to longer time away from school
* Anxiety about academic performance in the second semester following poor grades in the fail
* Money problems may continue or be created for those unable to find jobs over break

**Happenings:**

* MLK Volunteering
* Welcome social for new students
* Drop/add
* Reassessing study habits

**FEBRUARY**

**POSSIBLE ISSUES/CONCERNS:**

* Many students experience optimism because second semester is perceived as going “down-hill” or “coasting” to the finish.
* Vocational choice causes anxiety as students select majors or change them
* Fall housing planning continues
* Depression continues and increases for those students who have failed to establish social relationships or achieve a moderate amount of recognition.
* Mid-winter “blahs’ and general apathy may become apparent
* Mid-terms bring about increased academic anxiety
* Individuals become depressed if they don’t’ have a “valentine”
* Colds, flu
* Concern with weight

**Happenings:**

* Midterms
* Alternative Spring Break

**MARCH**

**POSSIBLE ISSUES/CONCERNS:**

* Mid-semester slouch (academically dangerous)
* Mid-winter sickness (especially with long, cold winters) accompanied by restlessness toward the upcoming spring break.
* Existential crisis for seniors-“Do I have to leave school?” “Is my education worth anything?” “Was my major a mistake?” “What am I really qualified to do?”
* Trying to find money for spring break becomes paramount issue
* Students start worrying about summer job pressures and opportunities
* Frustration and confusion develop because of decisions necessary for fall registration
* Students begin worrying about living arrangements for the following year
* Academic pressure continues as the semester is coming closer to the end; procrastination starts to catch up with them.

**Happenings:**

* Registration for next academic year
* Finals preparation programs

**APRIL**

**POSSIBLE ISSUES/CONCERNS:**

* Financial strains increase due to spring break and time of semester
* Changing weather causes fatigue and colds-lingering colds cause frustration
* Papers and exams continue to pile up
* Continued and increased anxiety over search for summer job
* The mounting pressure forces some students to temporarily give up
* Students become disenchanted with normal services (dining center, programming) and go elsewhere
* Students begin to realize the end of the year is approaching and will have different reactions
* Anxiety develops because of the realization that the year is ending and that a deficiency exists in a number or academic areas.
* Stress and pressure increase because there is a lot of work to be done and students want to see their friends before they leave for summer vacation
* Students are anxious to get home (both positively and negatively)
* Students who are staying in town for the summer may be wondering what they will do when everyone else is gone.
* Final exam pressures-trying to learn everything in a very short amount of time
* Anxiety centering around whether a students’ major is the correct one for them

**Happenings:**

* Academic Achievement Ceremony
* Finals week

Programming 101

Program Planning Instructions

As a mentor, there will be times when you will need to plan programs and activities. These may be cultural or education/academic in nature.

### Educational/academic

* Bringing in speakers
* Organizing study groups
* Taking tours of companies
* Attending lectures on campus
* Portfolio and resume workshops
* Campus groups presentations: Counseling Center, Financial Aid, Career Center, etc.,
* Community service opportunities

**Some things to take into consideration when planning include:**

* What type of program/activity do I want to offer (cultural, educational, etc.)?
* Where will this program be/what facilities are available?
* What resources do I need to carry out this program? Do I need specific equipment and where can I obtain it if needed?
* What dates are possibilities for this program? How can I maximize attendance and avoid conflicts?
* Are there any costs involved in this program? Will I need monetary support?
* Do I need approval for this program?
* Does this program comply with University policies regulating activities?

**Taking a field trip**

*Peer mentors have responsibility for organizing and assisting the Student Engagement Specialist with field trips. When planning, consider the following****:***

\_\_\_\_\_ Identify the site

\_\_\_\_\_ Contact the location and identify and contact person

\_\_\_\_\_ Identify any costs associated with the trip

\_\_\_\_\_ Have students provide emergency contact information before departure

\_\_\_\_\_ Consider having students do a reflection of the experience – either written reflection or verbal reflection in the group

\_\_\_\_\_ Work with your supervisor in advance to determine any financial issues

**For anything requiring purchased tickets you will need to send the invoice to the** Assistant Director.

Step #1
Complete your program proposal and submit it to the Student Engagement Specialist. Make sure to answer all questions.  Let the specialist know if you do not fully understand any part of the program proposal process.

Step #2
Your program proposal will be reviewed and approved/not approved.   Once it is approved, your program proposal and, if you are requesting funds, it will be forwarded to the Director for TRIO Student Support Services, for final approval.

Step #3
Once the director approves your program proposal, he/she will forward it back to the Student Engagement Specialist and then he/she will email you with the approval/denial.

Step #4
Purchase all necessary supplies and print all materials needed.

 Step #5

Have an awesome program and make sure you fill out the attendance and evaluation form!

**TRIO SSS/ TRIO STEM | Programming Proposal Form**

**Event Title: Type of Event:**

**Date: Location: Time:**

**Guest speaker(s) or presenters (name, title, contact information, and role at program):**

 **Purpose/Goals/Objectives of Program:** **Agenda Summary**:

 The student will (TSW)

TSW

TSW

**Check List**:

* Sign in sheet
* Room Reservation requested
* Room Reservation confirmed
* Advertisement created
* Post Flyer:
	+ Facebook
	+ Instagram
	+ Twitter
	+ Website
	+ Email Reminder
* Post-program Summary (save items in TRIO SSS / TRIO STEM)

Programming Planning Checklist

**Event Name: Mentor**

**Date of Event: Location:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Date Completed/Notes** |
| **Purpose or Objectives/Goals of Event** |  |  |  |
| **Main Contact Name** (non TRIO) and contact information |  |  |  |
| **Select date** |  |  |  |
| Request room on Virtual EMS |  |  |  |
| AV setup and requests |  |  |  |
| Website for RSVP |  |  |  |
| Create a time line & responsibility/role sheet |  |  |  |
| **Logistics** |  |  |  |
| Guest list |  |  |  |
| Theme – order décor (if needed) |  |  |  |
| Transportation & drivers |  |  |  |
| Lodging options |  |  |  |
| Food |  |  |  |
| Restaurant list |  |  |  |
| Confirmation emails |  |  |  |
| Reminder emails  |  |  |  |
| Parking (locations and/or fees & permits) |  |  |  |
| Maps (one for driver) |  |  |  |
| **Presentations** |  |  |  |
| Guest speakers/presenters |  |  |  |
| Confirmation email received by speaker/presenter |  |  |  |
| Gift/Thank you for presenter |  |  |  |
| **Marketing** |  |  |  |
| Flyer for event |  |  |  |
| Post on social media (FB, IG, Twitter) |  |  |  |
| Send out email invitations |  |  |  |
| Reminder emails one week before |  |  |  |
| **Budget** |  |  |  |
| Plan out budget |  |  |  |
| Cost for everything |  |  |  |
| * Transportation
 |  |  |  |
| * Accommodations
 |  |  |  |
| * Food
 |  |  |  |
| Purchasing card approval – Dr. Gaines |  |  |  |
| **Preparation** |  |  |  |
| Prepare copies to be made |  |  |  |
| Office supplies (name tags, pens, etc.) |  |  |  |
| Order copies |  |  |  |
| Order any items needed |  |  |  |
| Agenda for the day with roles |  |  |  |
| Sign in sheet |  |  |  |
| **Day Before Event** |  |  |  |
| Agenda to all staff |  |  |  |
| Reminder email to those who RSVP’d |  |  |  |
| Confirm next day’s roles |  |  |  |
| **Day of Event** |  |  |  |
| Agenda for day including roles |  |  |  |
| Ice breaker/Introductions |  |  |  |
| Registration table |  |  |  |
| Handouts/packets for registration table |  |  |  |
| Nametags & markers |  |  |  |
| Pads, folders, pens |  |  |  |
| Sign in sheet |  |  |  |
| Release of liability for event (if needed) |  |  |  |
| Duties for each person |  |  |  |
| Camera  |  |  |  |
| **After Event** |  |  |  |
| Get group photos (copies as needed) |  |  |  |
| Handwritten thank you notes |  |  |  |
| Make program summary sheet |  |  |  |

**Notes:**

Campus Resources

Common Questions and Resources

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** | **Department/Location** | **Dept. Phone** | **Web Link** | **Contact Person** |
| Where do I go to register for classes? |  |  |  |  |
| Whom do I talk to about registering online or issues while registering? |  |  |  |  |
| Where do I go to add/drop a class? |  |  |  |  |
| Where do I get a copy of my transcript? |  |  |  |  |
| Whom do I talk to about transferring credits? |  |  |  |  |
| Whom do I talk to about course requirements? |  |  |  |  |
| Whom do I talk to about graduation requirements? |  |  |  |  |
| Whom do I talk to about declaring or changing a major? |  |  |  |  |
| How do I find out about study abroad? |  |  |  |  |
| What should I do if a class I want to take is full? |  |  |  |  |
| Where do I go to receive tutoring? |  |  |  |  |
| What services are available for underrepresented students? |  |  |  |  |
| What services are available for low-income students? |  |  |  |  |
| What services are available for first-generation students? |  |  |  |  |
| What services are available for students with disabilities? |  |  |  |  |
| Where do I go if I am sick? |  |  |  |  |
| **Question** | **Department/Location** | **Dept. Phone** | **Web Link** | **Contact Person** |
| Where do I find a counselor? |  |  |  |  |
| Whom do I talk to about drug/alcohol addiction problems? |  |  |  |  |
| Where do I go if I am feeling depressed or suicidal? |  |  |  |  |
| I am having problems coping with school. Whom can I talk to? |  |  |  |  |
| Where do I go for sexual violence counseling? |  |  |  |  |
| Whom can help me make a sexual or physical assault report? |  |  |  |  |
| Where can I get information on time management? |  |  |  |  |
| Whom do I go to for help with sleep issues? |  |  |  |  |
| Where can I get career counseling? |  |  |  |  |
| Whom can I talk to about getting a summer internship related to my major? |  |  |  |  |
| Who can help me find a job? |  |  |  |  |
| How do I order books? |  |  |  |  |
| Where do I go to pick up books? |  |  |  |  |
| What payment options exist to purchase books? |  |  |  |  |
| How can I check if my books are available? |  |  |  |  |
| Where can I get used books? Are there any discounts available?  |  |  |  |  |
| Where are computers I can use? |  |  |  |  |
| **Question** | **Department/Location** | **Dept. Phone** | **Web Link** | **Contact Person** |
| Where can I purchase a computer? |  |  |  |  |
| Where can I print? |  |  |  |  |
| Is there a cost to printing? Do I need a card? |  |  |  |  |
| Where can I get technical help? |  |  |  |  |
| My finances have changed since I applied for aid-whom do I talk to? |  |  |  |  |
| Where do I go to learn about off-campus housing? |  |  |  |  |
| Whom do I talk to about switching a roommate? |  |  |  |  |
| Whom do I talk to about repairs? |  |  |  |  |
| I lost my dorm key. Whom do I talk to? |  |  |  |  |
| Where do I go if I have problems with my roommate? |  |  |  |  |
| Is there someone who can walk me back to my dorm/car late at night? |  |  |  |  |
| Where can I find a list of campus clubs and organizations? |  |  |  |  |
| Where can I find transportation information? |  |  |  |  |
| How do I buy a parking permit? |  |  |  |  |
| How much is parking without a permit? |  |  |  |  |
| Is there enough parking if I drive? |  |  |  |  |
| Which bus do I take? |  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Question** | **Department/Location** | **Dept. Phone** | **Web Link** | **Contact Person** |
| What do I do when I am out of meals on my meal plan? |  |  |  |  |
| Can I add more meals to my meal plan? |  |  |  |  |
| I am still hungry and my meal plan is exhausted for the week. Where can I go? |  |  |  |  |
| Where can I go between classes to make my time on campus more efficient? |  |  |  |  |
| What food options are available? |  |  |  |  |
| How much does eating on campus cost? |  |  |  |  |
| Does it cost to use the recreational facilities? |  |  |  |  |
| I lost my ID card. Where do I get another one? |  |  |  |  |
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|  |  |  |  |  |

Forms

* + *Mentor/Mentee Agreement*
	+ *Peer Mentor Weekly Activity Log Timesheet*
	+ *Sign in sheets (Study Tables)*
	+ *Notes Sheets*
	+ *Peer Mentor Employment Agreement and Confidentiality form*

***TRIO SSS / TRIO STEM-Health Sciences Program***

***Peer Mentor/Mentee Agreement***

**Roles:**

We agree that the role of the mentor is to:

We agree that the role of the mentee is to:

**Goals*:***What you hope to achieve as a result of this relationship? What are the goals?

What are the steps to achieving these goals (e.g., meeting regularly, attending workshops, etc.)?

What are your expectations for the sessions? Planned or spontaneous (what is happening now)?

Are their specific activities you want to do? Specific items to work on?

Optional: We have agreed that our initial meetings will focus on these three topics:

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Optional: Any additional areas/issues you want to discuss and agree to?

**Meetings:**

When and where will you meet? (Best days and times)

For how long?

Who will be responsible for scheduling the meetings?

How will you contact each other? Set parameters. If you do not want to receive calls after 10:00 p.m. – state this.

In between meetings we will contact each other by telephone/email no more than once every ­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_ weeks/days. (Optional)

The mentor agrees to be honest and provide constructive feedback to the mentee. The mentee agrees to be open to the feedback.

**Confidentiality:** Any sensitive issues that we discuss will be held in the strictest of confidence. Issues that are off limits for discussion include:

**Relationship termination clause**: In the event that either party finds the mentoring relationship unproductive and requests that it be terminated, we agree to honor that individual’s decision without question or blame.

**Duration**: This mentorship relationship will continue as long as both parties feel comfortable with its productivity or until the end of the current semester.

**By signing I agree that this form was completed by both peer mentor and mentee and we both agree and understand the obligations listed.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentee Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Signature Date

White copy – TRIO STEM Yellow – Peer Mentee Pink- Peer Mentor

|  |
| --- |
| **TRIO STEM-HS Peer Mentor Weekly Activity Log Timesheet** |
| **Peer Mentor Name :** |   |  |
| **Week of:**  |   |  |  |
| **Date**  | **Time (15 minute increments)** | **Activity**  | **Mentee's Name or "Administrative Time"** | **Description of Activity (should include topics discussed, referrals, follow-up needed, event attended, etc.)**  |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
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| **Total hours for week**  |  |   | **I agree that the hours on this form are accurate**. . Signature: . Date: . |

This form is available on our website and allows you to add more rows as needed.

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| **SAMPLE - TRIO STEM-HS Peer Mentor Weekly Activity Log Timesheet** |
| **Peer Mentor Name :** | Jane Doe |  |
| **Week of:**  | February 16- March 1 |  |  |
| **Date**  | **Time (15 minute increments)** | **Activity**  | **Mentee's Name or "Administrative Time"** | **Description of Activity (should include topics discussed, referrals, follow-up needed, event attended, etc.)**  |
| 2/17/2020 | 45 minutes | 1:1 Mentee Meeting | John Doe  | See Notes |
| 2/17/2020 | 1 hour | Admin | Administrative Time | Completed paperwork for last week’s meetings |
| 2/27/2020 | 2 hours | Career Fair | Tom Brown | See Notes |
| 2/27/2020 | 1 hour 15 minutes | 1:1 Mentee Meeting | Sarah Smith | See notes |
|  |  |  |  |  |
| **Total hours for week**  | **5** |   | **I agree that the hours on this form are accurate**.  Signature: . Date: . |

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| TRIO SSS, STEM & TPSSS -- Study Tables |

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| **Please sign in Date: Peer Mentor:**  |
| **Name** | **Signature:** | **Circle your Program** | **Subject(s) You are Studying** |
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Notes Sheets



**Mentee Name** Date

**NOTES**

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Peer Mentor Name & Signature \_

Notes Sheets - Sample



**Mentee Name** **John Doe** Date  **2/17/2020**

**NOTES**

**Sample 1** – 1st meeting with John.

Did the Getting to know you worksheet.

Discussed classes

Talked about time management.

**Sample 2** – We completed the Mentor/Mentee contract. John and I filled out the Getting to Know You worksheet to find similarities. I asked John about his classes. He has 4 classes: CHM101, WRT 150, MTH 110 and BIO 120. He is concerned about having enough time to do all the work. He wasn’t prepared for this even thought he had a high GPA in high school. I suggested he meet with a Success Coach to do time management or attend our time management seminar on Sept. 12th. We will be meeting weekly until he gets settled. He is not sure how the printing on campus works. We discussed this and I took him to computer lab so he will know where to go.

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**Peer Mentor Name & Signature** \_

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**Peer Mentor Employment Agreement**

In accepting a position as a TRIO Classic or STEM Peer Mentor, I, (print name)

1. I agree to adhere to the Grand Valley State University TRIO Classic / TRIO STEM Peer Mentoring Expectations, Policies, & Procedures outlined in this manual while employed as a peer mentor. If I breach the expectations, policies or procedures three or more times, I may be released from my position.
2. Academic Standing: Peer Mentors must maintain the standards and minimum requirements associated with the Peer Mentor position. Should the Peer Mentor fail to maintain these standards, the Peer Mentor will not be permitted to continue a Peer Mentor. Peer Mentors must be enrolled as full-time students and must be in good academic standing. Should a Peer Mentor’s grade fall below 2.75, while the cumulative grade point average is 3.0 or above, the Peer mentor will be placed on probation for one semester. At the end of the semester, the grade requirement must be met to be considered for rehire. If the semester grade point average falls below a 2.5 or the cumulative GPA falls below 3.0, the Peer Mentor will be removed from their position.

Outline of Penalties:

1. Written and verbal warning
2. Written, verbal warning and disciplinary action.
3. Written and verbal termination of position.

Signature Date

*This form must be turned in along with the Confidentiality Agreement.*



STUDENT EMPLOYEE CONFIDENTIALITY AGREEMENT

The same state and federal legislation that grants students the right to access their records also protects their right to privacy. The regulations provide safeguards against the release of information about students to third parties. Student academic, financial aid, and records information is considered confidential and protected under these regulations.

I understand that in the course of my employment with Grand Valley State University, I may have access to data involving a student’s records. I understand

That other confidential information will include, but not be limited to: academic standing information, address, class schedule, grades, and income information.

I understand that all this information is highly confidential.

I agree that I will not reveal any information to any person other than staff or faculty member of Grand Valley State University who have a need to know in any fashion, including orally, in writing, or electronically.

I understand that failure to comply with this confidentiality agreement may result in discipline, up to and including termination of employment in this office.

Signature:

Print Name:

Date:

Witnessed by:

Date: