MENTOR TRAINING: GENERAL INFORMATION

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What is Mentoring?

A collaboration between caring individuals and students needing support in various life domains including academic and social development. Mentoring is designed to enhance self esteem, academic growth, and social empowerment. Trained peer mentors also assist TRIO Support Services students in becoming acclimated to college life, to the transfer process from North Idaho College to another institution of higher learning, and provide students with the necessary skills to obtain academic success through regular appointments.

There is more to mentoring than just providing academic assistance. One aspect of mentoring is to build a trusting relationship with the student you are working with. Trust, on the student’s part, allows them the freedom to ask question they may otherwise not ask anyone else and to trust your judgment. A process for building that trust can come through conversations with the student. Take a little time during your first session to get to know each other. It helps the student realize that all-in-all you are a student too and can understand some of what they are feeling.

Another aspect of mentoring is getting to know the strengths and weaknesses the student has; i.e., study skills, lack of campus knowledge. When you know what those strengths and weaknesses are, it will help you in mentoring the student. Remember it is always important to be supportive of your student, and not simply focus on their weaknesses. As you spend more time with the student you will learn what those strengths and weaknesses are.

Remember the goal of mentoring is in assisting the student in becoming acclimated to college life.

Mentor Code of Ethics

1. My motivation is building the student’s self-confidence and independence.

2. My student deserves and will receive my total attention.

3. I will communicate to my student in a way that is understandable to the student.

4. I must be able to admit my own weaknesses and will seek assistance whenever I need it.

5. Respect for my student’s personal dignity means I must accept that individual without judgment.

6. I will always encourage my student(s) and maintain a positive supportive atmosphere.
7. I will strive for mutual relationship of openness and honesty as I mentor.

8. I will demonstrate patience and concern for my student(s) and be empathic to their circumstances.

9. I will not use a mentoring situation to impose my personal beliefs or life style.

10. I will be clear with my student that my role is never to be a counselor.

11. I count on my student(s) and coordinator to give me feedback so I can do a better job.

12. I will do my best to be punctual and keep appointments, not only out of courtesy but also as an example for my student to follow.

13. I will maintain records as expected and required.

14. I will attend mentor training and team meetings to enable me to improve my mentoring skills.

The Roles of the Mentor & Student

What is the role of the mentor?

1. To gives undivided attention during the mentoring session.

2. To provides consistent attendance at sessions.

3. To model professionalism.

4. To work with the student, not for the student.

5. To be empathetic for the difficulties that comes with college life.

6. To provides accurate information concerning activities, organizations, and campus & community resources.

7. To provides accurate information concerning concurrent enrollment.

8. To honestly admit when I do not know an answer. Seeks help from another mentor, mentor coordinator, or SSS advisor if needed. Never tries to fake.

9. To have a sense of humor that creates a relaxed atmosphere.

10. To complete all paperwork directly after each mentoring session.
11. To complete the Mentoring Program Evaluation forms.

What is the Role of the student?

1. To keep all scheduled mentoring sessions.

2. To come to mentoring prepared. (Example: Has specific questions or skills to work on).

3. To **cancel** mentoring session **NO** later than **9 am** the day of the session; failure to do so will result in a **NO SHOW**.

4. To be an active participant in the mentoring session.

5. To treat the mentor with respect at all times.
**Starting & Ending a Mentoring Session**

Take the time during the very first session to get to know a little bit about the student you will be working with and for them to get to know a little bit about you. This is the foundation for building a trusting and working relationship between you and the student.

1. Discuss what the student’s expectations are for the mentoring sessions.

2. Discuss the student’s responsibilities.

3. Explain guidelines and process for the mentoring sessions.

4. Discuss the student’s mentoring schedule, does the amount of time allotted need to be increased or decreased due to student’s needs. You may want to discuss the schedule again in a few weeks to determine if any adjustments need to be made.

5. Require that your student participate in the mentoring session. Guide the student through the process; this will aid them in their own discovery of the answer and help them to be self-reliant. Use questions that require detailed answers rather than simple yes or no answers. One suggestion is to ask the student what they do know rather than assuming they do not know any of it. This type of questioning gives you an idea where to start and can assist the student in formulating a plan. Remember not to leave them hanging if they truly cannot come up with any answer.

**Take a few minutes at the end of each session to…**

1. Review the material covered.

2. Make sure that you focused on the area that the student intended.

3. Make sure to end the session on a positive note. Praise the student for their areas of strengths.

4. Give student a reminder about the next mentoring session. This is important if you are not meeting every week.

*Remember, you are not responsible for the student’s ability to succeed, do not become angry if the student does not follow your advice. Practice assertiveness and trust your own judgment.*
Topics for Mentoring Session

1. Time management
2. Note Taking
3. Organization
4. Career Choices
5. College Selection – 4 year
6. Campus Resources
7. Community Resources
8. Concurrent Enrollment Process
9. Building a Relationship with Instructors
10. Scholarship Search and Application Process
Activities for Mentor and Student

Below is a list of activities for the mentor and student to attend. Together, select activities that you both feel will be beneficial.

___ Meet for lunch or coffee
___ Tour the campus
___ Tour the bookstore
___ Tour the library
___ Review available resources – NIC web site
___ Attend a Governance Forum – Student Government
___ Visit the Career Center
___ Visit the Center for New Directions
___ Tour the gym or weight room
___ Check out all of the available assistive technology on campus
___ Visit all of the computer labs
___ Tour NIC Art Gallery
___ Attend an NIC function – Play, reading, workshop, cultural event, or guest speaker
___ Go with the Mentor to get your photo ID
___ Tour the Student Union; Outdoor Pursuits and Game Room
___ Visit Children’s Center