THE MENTORING CONNECTION

Adapted from “Developing a Mentoring Perspective” by Dr. Gordon Nakagawa, CSUN Faculty Mentor Program, 1999]
Table of Content

I. Introduction
II. Developing a Mentoring Perspective: Mentoring and FYE: A shared Commitment
III. Developing a Mentoring Perspective
   Mentoring Roles and Responsibilities:
   What a mentor is
   What a Mentor is Not...
IV. Mentoring Myths
V. Training Agenda
VI. Self Inventory of Listening Habits
VII. Mentoring and Communication Training Exercises
   a. Communication Sample Mentor Situations- Role Play Scenarios
   b. Peanut Butter and Jelly Communication
   c. Pushing the Envelope – Trust Communication exercise
   d. Ice breaker Bingo
   e. Role of a student success mentor handout

VIII. Program Forms
   a. List of Program Personnel
   b. Organization Structure Charts
   c. Peer Mentor Contact Log Sheet
   d. Peer Mentor Weekly Activity Log
   e. Sample introduction email
   f. Peer Mentor Agreement Form
   g. Evaluation of Peer Mentor Training
Introduction to San Diego City College’s Student Success Peer Mentoring Program

Welcome to the San Diego City College First Year Experience Peer Mentoring Program! The success of a mentoring relationship depends in great part upon the contribution made by the mentor. This handbook will help Student Success mentors get the most from the mentoring experience.

Program Mission Statement
The mission of San Diego City College’s First Year Experience Student Success Peer Mentor Program is to foster academic excellence among first year college students. The goal of the peer mentors is to support their student mentees, and increase their knowledge about resources which may help them succeed in college. A part of a support team, peer mentors encourage first year students to embrace college life; while recognizing importance of overcoming the many demands in order to successful pursuing their academic goals.

Program Description and Overview
The San Diego City College First Year Experience Peer Mentor Program was created in 2011 to help better prepare the first year students for a rich and rewarding college career. The program was developed as a result of funding through the Title V Hispanic Serving Institution grant, and is operated by the San Diego City College First Year Experience Service Office. Student Success Peer Mentors are current and former San Diego City College students, and are chosen based on their scholastic qualities as well as their ability to help motivate and encourage first time college students who may require additional support. The mentors and mentees meet on campus to talk and workshops and campus activities. Once a month all mentors and mentees participate in a group activity.

The Power of Peer Mentoring
For a new student, a college can be an exciting but also intimidating place. A college can also be a lonely place for a new student, especially if that student is the first in their family to go to college, the child of immigrant parents, or a member of a minority community. Even simple things that experienced students take for granted can be challenging for a new student, such as finding classrooms and offices on campus, understanding school policies for registration for classes, and learning the special language of the college such as “syllabus,” “office hours “transfer and “prerequisites.” Some new students find the answers by directly asking professors in their classes or talking to college professional staff. But many students find out information by asking friends, especially more experienced students. In fact, most new students find their way to the offices of college staff and professors by first talking to more experienced students. In other words, the experienced students serve as guides for new students to help them access the storehouse of knowledge and resources at the college. Moreover, new students will continue to seek the advice of experienced students regarding decisions about classes, majors, academic difficulties, and personal problems.
A mentor is defined as a knowledgeable and experienced guide, a trusted ally and advocate, and a caring role model. An effective mentor is respectful, reliable, patient, trustworthy, and a very good listener and communicator. In a college, mentors can be found among faculty and professional staff. But mentors can also be found in the ranks of students themselves. Student mentors are known as Peer Mentors. Due to their close association with other students, Peer Mentors are very important. Often new students confronted with an academic or personal problem will seek out advice first from a Peer Mentor and only with encouragement will that student contact others in the college, such as counselors, faculty, or administrators.

Based on an informal survey at California State College, Northridge (CSUN), EOP Director José Luis Vargas found that the single most important factor associated with high retention and graduation rates for low-income, first-generation college students was their ability to find a mentor. Finding a mentor not only helped students to succeed academically but also with career planning and the development of life management skills such as dealing with personal and family problems.

But finding a mentor at a big college is not easy, especially for a student who is a first-generation college student. Thus, at colleges that have made a commitment to helping students, programs have been set up for peer mentoring and tutoring to promote opportunities for experienced students to serve as mentors for new students. Peer Mentors are those who understand their interactions with students as not simply a job but as opportunities to help others discover their potential success in college and in life. Student Success mentors help to nurture this potential in other students.

To become a Peer Mentor, an experienced student does not have to do extra work but to think about their interactions with fellow students in a new way. Peer Mentors bring to their work as mentors and tutors the consciousness of the importance of mentoring. The following sections of this booklet cover ways that experienced students can train themselves to become student success peer mentors by developing consciousness about their important role in working with fellow students, especially first-year college students.
DEVELOPING A MENTORING PERSPECTIVE
Mentoring and FYE: A Shared Commitment

The First Year Experience Services (FYE) involves a large number of people who have different kinds of roles and responsibilities. FYE professional staff provides a range of administrative, counseling, and support services. Peer Mentors help students learn about and access academic resources. Student assistants provide a range of support services in the office and are usually the first office staff that new students encounter. While we may differ in our work and duties, the one role, responsibility and commitment that all of us share is to serve as mentors to FYE students.

Mentoring is crucial for students’ academic success and their development of life management skills. Mentoring is at the heart of the mission of FYE. As a staff member of FYE, one of your most important roles is to serve as a mentor for FYE students. Not only are you role models exemplifying what it means to be successful students at San Diego City College, but you are also potential allies and advocates for all students you encounter.

Mentoring involves how you think and feel about students and about yourself. Most important, mentoring deals with how you communicate with students in your role as FYE staff.

Mentoring means that you make every effort to ensure that every contact that you have with a student counts — that every interaction matters. It’s the quality, not necessarily the quantity, of time that you spend with students that sets apart mentoring from other kinds of activities.

In other words, every time that you encounter a student is a potential opportunity for mentoring. Mentoring does not require separate meetings where you purposely act as a role model. Think about it: does it make any sense at all to say that you’re going to meet for an hour to serve as a “role model” for a single student? The majority of your peer mentoring time spent with students will be in groups, such as workshops, study groups, and through campus engagement activities.

Mentoring means making a sincere effort to communicate with a student with an open heart and an open mind. But having an open heart and open mind does not guarantee that students will return your good intentions with the same feelings or with gratitude. You will find that it’s a lot easier dealing with some students than others. There will be differences in personality, attitudes and values. Sometimes these differences will be obstacles and will seem to get in the way in connecting with a student. But it’s vital to remember that just as often, these differences will be an opportunity to learn about others and about you.
DEVELOPING A MENTORING PERSPECTIVE

Mentor Roles and Responsibilities

What a Mentor Is . . .

By Dr. Gordon Nakagawa

Mentor roles and responsibilities are varied and complex. Serving as a guide, facilitator, role model, and/or ally to the mentee, a mentor must be prepared to take on a range of roles and responsibilities that may change as the mentor/mentee relationship develops over time, as the needs and goals of the mentee shift, and as specific contexts and situations require different strategies. Although it’s not possible to pigeon hold any mentor, mentee, or mentoring relationship, a mentor will generally enact a number of common roles and responsibilities. It’s worth emphasizing that whatever role the mentor may take, the mentor’s principal goal, as Paulo Freire reminds us, is to invite and nurture the “total autonomy, freedom, and development of those he or she mentors.”

A mentor is . . .

- **A knowledgeable and experienced guide who teaches** (and learns) through a commitment to the mutual growth of both mentee and mentor.

- **A caring, thoughtful, and humane facilitator** who provides access to people, places, experiences, and resources outside the mentee’s routine environment.

- **A role model** who exemplifies in word and deed what it means to be an ethical, responsible, and compassionate human being.

- **A trusted ally, or advocate**, who works with (not for) the mentee and on behalf of the mentee’s best interests and goals.
MENTOR ROLES AND RESPONSIBILITIES

What a Mentor Is Not

By Dr. Gordon Nakagawa

Mentors and mentees should understand that mentors cannot be all things to their mentees. A role model is not a flawless idol to be mindlessly emulated by the mentee; an experienced guide is not a surrogate parent who stands in as a mother or father figure; a caring facilitator is not a professional therapist who is capable of treating serious personal problems; a trusted ally or advocate is not a social worker or a financier. Often, mentors and mentees encounter problems in their relationships due to different ideas about the appropriate role(s) and responsibilities of either the mentor, mentee, or both.

There are boundaries in virtually any and all relationships, and the mentor/mentee relationship is no exception. While there are no hard and fast rules, and while there may be rare exceptions, there are guidelines for what a mentor is (or should be) and for what a mentor is not (or should not be).

A San Diego City College Student Success Peer mentor is NOT....

- A (surrogate) parent
- A professional counselor or therapist
- A Career counselor
- An Academic Counselor
- A trained Tutor
- A flawless or infallible idol
- A social worker
- A lending institution
- A playmate or romantic partner

[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]
MENTORING MYTHS

**Myth:** In a college, you need to be an older person with gray hair (or no hair) to be a good mentor.

**Reality:** In a college, mentors can be young or old. Some of the most outstanding mentors of students are fellow students, or Peer Mentors.

**Myth:** Mentoring only happens one-to-one on a long-term basis.

**Reality:** At a big college, mentoring occurs in many different ways. Some mentoring relationships are traditional relationships involving a one-to-one setting over a long period of time. But effective mentoring can also occur in a group setting or even through a single encounter with a student.

**Myth:** Mentoring programs at colleges only are for high-achieving students, especially those who are honors and straight A students.

**Reality:** All college students need mentors, but according to research faculty in colleges spend most of their time working with high-achieving students. Programs like FYE are open opportunities in higher education for low-income and first-generation college students to provide students with necessary support services such as mentoring to help them succeed academically and serve their communities. Thus, central to the mission of FYE is the practice of mentoring and to ensure that the college meets this responsibility for all of its first year students.

**Myth:** Only the person being mentored benefits from mentoring.

**Reality:** By definition, mentoring is a reciprocal relationship where both the mentor and mentor learn from each other. True mentors are those who have developed the wisdom to learn from those they mentor.

**Myth:** Students who work as peer advisors, tutors and student assistants already have a lot of responsibilities and do not have the time to take on extra responsibilities relating to mentoring.

**Reality:** Mentoring is not a separate set of activities that are different from advising, tutoring or working as a student assistant in an office. Mentoring relates to consciousness about your work as an advisor, tutor or student assistant. Without this consciousness, advisors, tutors and student assistants are perceived by fellow students as junior bureaucrats focusing on rules, regulations, and procedures. Colleges don’t need more bureaucrats. Colleges do need people who are student-centered and who can see and nurture the potential in others.
**Myth:** By calling yourself a “Peer Mentor,” you become a mentor.

**Reality:** Not all experienced students who work with fellow students 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.

**Myth:** 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.

**Myth:** At a large college, one Peer Mentor can help only a limited number of students. Although a Peer Mentor may want to help large numbers of students, the cold reality is that she or he can only work with a select few.

**Reality:** Each interaction with a student is a mentoring opportunity, even a single encounter with a student. The key is to develop consciousness about the importance of mentoring in your interactions with fellow students and to infuse this consciousness in your daily work as a tutor or advisor. Also, it’s important for Peer Mentors to see themselves as part of a network of other mentors — as part of a Community of Mentors. To effectively help a particular student or a group of students, Peer Mentors can draw upon this network or community. Mentoring occurs in a community, not in isolation.
PEER MENTORING TRAINING AGENDA

Day One

9:00- 9:20 Introduction (20 min)
  • Welcome: Introduction of training staff and First Year Services Staff
  • Review of day’s agenda & review training material

9:20- 9:45 Getting to know Your Fellow Mentors (25 min)
  • Bingo
  • Diversity Exercise Crossing the line

9:45- 10:30 Overview of Peer Mentoring Program (45 min)
  • PowerPoint Discussion
  • Structure of First Year Services
  • Responsibilities of Peer San Diego City College Peer Mentor

10:30- 10:45 Break

10:45- 11:30 Role of a Mentor (45min) Handout #2
  • Qualities of an Effective Mentor
  • What a Mentor is not
  • Ethics and Boundaries
  • Student Code of Conduct
  • Effective Communication Peanut Butter and Jelly Sandwich
  • Self inventory Listening handout
  • Communication and Trust exercise

11:30- 12:15 Lunch

12:15- 12:55 Building a Community (40 min) Marilyn
  • Getting to know your students in 10 hours a week
  • Effective Role Modeling Professionalism, Representing the College, dress, language etc
  • Facilitating group activities and maintaining enthusiasm
  • Fostering leadership within your mentee group

12:55-1:00 Homework

Day Two

9:00- 9:10 Quick Review of Previous Discussions (10 min) Bonnie

9:10- 9:35 Understanding Student Support Services at City (25min) Yesenia
  • Game of Pairs
  • What services every students must use?

9:35-10:25 MBTI results (50 min) Bonnie
  • MBTI exercises
- Pair with counselors

**10:25- 10:40  Break (15 min)**

**10:40- 11:40  Enhancing and Practicing Communication Skills (1 hour) Tandy et al**
- Review Homework as part of role play
- Role play scenarios

**11:40- 12:25  Lunch**

**12:25- 12:50  Review of Mentor Forms and Handbook (25 min) Liz and Jessica**

**12:50- 1:00  Wrap up Post Test complete online website [www.sdcity.edu/fye](http://www.sdcity.edu/fye) (10 min)**

End of day
MENTORING AND COMMUNICATION

Listening Barriers and Skills

Common Problems/Barriers in Listening

1. Becoming “over stimulated” by something the speaker says, such that we begin thinking of our own rebuttals and fail to hear the rest of what the speaker has to say.
2. Listening only for facts.
3. Tolerating, creating, or failing to adjust to distractions.
4. Faking attention.
5. Listening only to what is easy to understand
6. Allowing emotion-laden words to interfere with listening (e.g. preferred group designations; racist, sexist, or homophobic language).
7. Permitting personal prejudice or deep-seated convictions to impair comprehension.
   Wasting the advantages of the differential between speech rate and thought-processing speed
8. Viewing a topic as uninteresting
9. Criticizing a speaker’s appearance or her/his communication style (verbal cues, nonverbal cues, or both) rather than responding to her/his message

Improving Listening Skills

1. Develop a desire (motivation) to listen, regardless of your level of interest in the subject matter.
2. Increase your capacity to listen.
3. Infer the speaker’s intent or purpose: what is the speaker implying or suggesting about her/his goals or needs?
4. Determine your own purpose in every listening situation.
5. Become aware of your own biases and attitudes. What words or ideas or beliefs function as “shock” words to you?
6. Learn to use your “spare time” effectively and productively as you listen.
7. Analyze your listening habits (both productive and unproductive).
8. Be mentally and physically prepared to listen.
9. Delay judgments hear the speaker out before you make judgments.
10. Listen not only for facts, but for main ideas, principles, concepts, and patterns
SELF-INVENTORY OF LISTENING HABITS

The purpose of this inventory is to help you gain a better understanding of your listening habits. When you have completed it, you should be able to describe your listening habits, and you should have established a priority of listening habits to improve. This is, of course, a subjective inventory and not an objective test.

Directions: Read this list, and place a check in front of each habit that you now have, even if you use that habit only a third to a half of the time. Then, re-read the habits you have checked, and place two checks in front of those habits that you think you perform almost all of the time that you spend listening, perhaps 75-100% of your listening time.

1. I analyze what I am hearing and try to interpret it to get the real meaning before I let the speaker know what I heard and understood.

2. I look at the speaker’s face, eyes, body posture, and movement, and I listen to his/her other vocal cues.

3. I think about other topics and concerns while listening.

4. I listen for what is not being said, as well as for what is being said.

5. I fake attention to the speaker, especially if I’m busy or if I think I know what the speaker is going to say.

6. I show in a physical way that I am listening, and I try to help set the speaker at ease.

7. I listen largely for the facts and details, more than I listen for ideas and reasons.

8. I am aware of my own facial, body, and vocal cues that I am using while listening.

9. I evaluate and judge the wisdom or accuracy of what I have heard before checking out my interpretation with the speaker.

10. I prepare myself for listening by focusing my thoughts on the speaker and the expected topic and committing my time and energy to listen.

11. I ask questions about what I have just heard before letting the speaker know what I heard and understood.

12. I follow the speaker by reviewing what he or she has said; concentrating on what the speaker is saying and anticipating what he or she is going to say.
13. I avoid sympathizing with the speaker and making comments like, “I know just what you mean— the same thing has happened to me,” and then telling my story before letting the speaker know what I heard and understood.

14. I find myself assuming that I know what the speaker is going to say before he or she has finished speaking.

15. I accept the emotional sentiment of the speaker.

16. I think up arguments to refute the speaker so that I can answer as soon as he or she finishes.

17. I use “echo” or “mirror” responses to feedback to the speaker specific words and phrases the speaker has used that I need clarified.

18. I am uncomfortable with and usually reject emotional sentiments of the speaker.

19. I paraphrase or summarize what I have heard before giving my point of view.

20. I am easily distracted by noise or by the speaker’s manner of delivery.

Place an X in the blank by each number you have double-checked.

2____ 1____

4____ 3____

6____ 5____

8____ 7____

10____ 9____

12____ 11____

14____ 13____

16____ 15____

18____ 17____

20____ 19____

Now you have an inventory of your effective listening habits (all of the odd-numbered habits that you checked), your ineffective listening habits (all of the even-numbered)
COMMUNICATIONS

Sample Mentor Situations

These sample mentor situations are intended to provide participants an opportunity to explore various ways to respond to their “fictitious” student mentees, incorporating the communication skills they have been discussing during the training workshop. A create new scenarios that describe situations that more closely represent your particular program.

1. Your student mentees tell you that he/she has no one to call for help. How do you encourage your student mentees to gain support from others?

2. Your student mentees are feeling alone and isolated. How do you help them increase their social and recreational opportunities?

3. Your student mentees are feeling anxious and nervous about doing well in college. What can you suggest to help him/her overcome these feelings?

4. Your student mentees get frustrated when he/she tries to call state or community agencies for help. How do you help your partner enhance his/her advocacy skills and ability to communicate with professionals?

5. Your student mentees never wants to end a phone conversation and you dread the amount of time you have to stay on the phone. How can you keep your phone calls brief and on track?

6. Your student mentees bring up an issue that was very painful for you in the past. You feel yourself becoming overwhelmed by your own emotional reactions. What do you do?

7. Your student mentee asks you a question, and you are confused about how to respond, or you need time to think about an answer. What should you say?

8. Your student mentees wants you to come to his/her house for a visit. How do you respond?
Role Play Scenarios Initial Meeting

This is the first time a mentor and mentee are going to meet. All they know about each other is that they share an interest in the same hobby and the mentor studying the same major that the mentee also likes. The mentor and the mentee want to feel comfortable with each other. The mentee is concerned that the mentor may not stay through the whole first year of college.

- During the first role play, ask the volunteers to do an intentionally poor job of conducting an initial meeting with a mentor. Let the role play run for two or three minutes depending on how it is going.

- After the role play, ask the participants to identify ways that this first meeting was going poorly (behaviors such as avoiding eye contact, giving only "yes/no" answers, being hostile, complaining, etc.). Ask the volunteers to add their thoughts as well. Ask how the mentee's behavior is affecting the mentor's behavior.

- Ask the volunteers to redo the role play, but this time asks them to do a better job of having this first meeting go well. Let this role play run about two or three minutes.

- After the second role play ask the participants to identify any differences they noted between the first role play and the second. Ask what was different about the mentees contribution to the meeting. Did they notice any effect on the behavior of the mentor?

- Ask for, and record on newsprint or a dry erase board, the mentors responses to the question, How can these ideas help you make the first meeting with your mentor more successful?. Be sure to cover how to interact in a conversation, and the effects of body language and eye contact.
Peanut Butter and Jelly Communication Exercise

Objective: This exercise is a variation of one that is often used to train mentors. The primary objective is to explore factors that contribute, or act as barriers, to effective communication with other people, such as mentors.

Materials
- a loaf of sliced bread
- A jar of peanut butter
- A jar of jelly
- A plate (paper is OK)
- A butter knife (plastic is fine)
- A bunch of napkins
- A 3 x 5 card for each participant
- Disposable wipes

Time: This exercise usually runs about 10 to 20 minutes.

Process
Explain that you were supposed to discuss effective communications, but you are so hungry that you have to stop and get yourself something to eat quickly. Add that you aren’t noted for your cooking skills, so you are calling on the mentees to help you make your favorite meal: a peanut butter and jelly sandwich.

Give each participant a 3 x 5 card and ask him or her to list the steps you should take to make this sandwich. Give them about three to five minutes to do this.

Select someone in the group to slowly read their bullet points to you, one at a time.

Follow their directions literally. For instance, if they tell you to take two pieces of bread don’t bother to open the bread bag at the end: Just rip the bag open, let the bread fly and grab two pieces. If they tell you to spread peanut butter on the bread, use your hand to grab a handful of peanut butter and put it all over both sides of the bread.

After this process is complete, ask the mentees to tell you what went wrong with the peanut butter and jelly sandwich. Their observations will include such process-related things as making assumptions, not providing enough details, and not including feedback in the process. Ask prompting questions as needed.

Questions for discussion
What went wrong with the peanut butter and jelly sandwich?
How these same types of problems might affect mentor’s efforts to communicate with others.
How could the communication have been more effective?
Can anyone suggest other things that might affect communication between people?
What are some external and internal reasons why communication might fail in a mentoring relationship?

Summary discussion: Note that getting along with a new person, such as a mentor, can be hard. Therefore it is important for mentors to be clear and honest with their mentees. Mentors should think of the relationship as the sandwich, and put the right amount of effort into building it.
Communication and Trust Training Exercise

PUSHING THE ENVELOPE
Objective: To have a firsthand experience with a question of trust
Length About 10 minutes
Supplies: Envelopes and paper that, when folded, fits inside the envelopes

STEPS:

1. Give each person a piece of paper and an envelope. Say that you want each of them to write down on the piece of paper one thing about themselves that they have never told anyone. Then they should fold the paper, put it inside the envelope, seal the envelope, and write their name on the outside. Allow a few minutes for them to complete this task. Then ask them to pass the envelopes to you.

2. When you have the envelopes, act as though you are considering opening them—for example, you might look quite interested in them, start to open one, and then stop. (Don’t actually open any of the envelopes.) Your goal is to make the participants feel slightly distrustful and uneasy, or at least to make them wonder what’s going on. While you are doing this, keep talking casually about mentoring, today’s training session, or a similar topic. After you have created a little tension and uncertainty, smile and return each of the envelopes to its owner.

3. Ask the group how they felt during this exercise. While they will probably talk freely about it—and about issues of trust—be sure the discussion addresses at least these points:

   • There are actually several aspects of trust involved in this exercise. First, participants have to trust you enough that they are willing to write down something about themselves they have never told anyone. (At least some people are likely to have written something other than a profound personal secret.) Then they have to trust you enough to put their names on the envelopes and pass the envelopes to you.

   • Participants should also talk about how they felt when you seemed like you were going to open some of the envelopes. (Even if they wrote something other than a personal secret, your opening the envelope would be a violation of confidentiality and trust.)

   • Relate the experience participants have just had during this activity to the process of building trust with their mentee.
Objective: To enhance the comfort level of the participants by having everyone in the room interact and meet at least a few other people before the training session continues.

Materials: Trivia Bingo worksheets, pencils  Time: 15 minutes

Process:

- Give everyone in the room a Trivia Bingo worksheet.
- Let everyone find someone who fits one or more criteria in each of the boxes.
- Ask the people who fit the criteria to sign their name in the box.
- Allow eight minutes for the activity. See who gets the most signatures and give a prize to the winner. If you want, give a prize to the top two or three winners.

Summary discussion: Point out to the mentors that they will all be participating in the program together and that they will all have something in common no matter how different they are in other ways. Try and foster a spirit of "togetherness" among them and use the icebreaker session to set a fun tone as you move into the rest of the training and activities.
## Activity Worksheet:

### TRIVIA BINGO

<table>
<thead>
<tr>
<th>WAS BORN OUTSIDE THIS STATE</th>
<th>HAS HAD A BROKEN BONE</th>
<th>HAS FOUR OR MORE SIBLINGS</th>
<th>HAS A WEIRD PET</th>
<th>HAS TRAVELED OUTSIDE THE U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAVORITE COLOR IS PURPLE</td>
<td>SPEAKS ANOTHER LANGUAGE</td>
<td>HAS BEEN ON TELEVISION</td>
<td>WANTS TO BE A TEACHER</td>
<td>PLAYS AN INSTRUMENT</td>
</tr>
<tr>
<td>VOLUNTEERS</td>
<td>CAN JUGGLE</td>
<td>FREE SQUARE</td>
<td>HATES TO SHOP</td>
<td>CAN STAND ON THEIR HEAD</td>
</tr>
<tr>
<td>IS NAMED AFTER A PARENT</td>
<td>CAN TOUCH THEIR NOSE WITH THEIR TONGUE</td>
<td>CAN HULA HOOP</td>
<td>DOESN'T EAT MEAT</td>
<td>IS LEFT HANDED</td>
</tr>
<tr>
<td>WATCHES REALITY TV</td>
<td>HAS NEVER RIDDEN PUBLIC TRANSPORTATION</td>
<td>KNOWS THE WORDS TO THE BRADY BUNCH SONG</td>
<td>HAS BEEN RIVER RAFTING</td>
<td>EATS LIVER</td>
</tr>
</tbody>
</table>
**ROLE OF A STUDENT SUCCESS PEER MENTOR**

<table>
<thead>
<tr>
<th><strong>What are the Qualities of a Good Mentor?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to listen and communicate</td>
</tr>
<tr>
<td>A motivation to help others</td>
</tr>
<tr>
<td>An awareness of personal boundaries</td>
</tr>
<tr>
<td>An understanding of the importance of maintaining confidentiality</td>
</tr>
<tr>
<td>The ability to be non-judgmental</td>
</tr>
<tr>
<td>The ability to limit personal views and opinions when necessary</td>
</tr>
<tr>
<td>A willingness to ask for help</td>
</tr>
<tr>
<td>The ability to complete any paperwork required of the program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mentors should possess:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Willingness to volunteer time and energy needed to provide support to others in need.</td>
</tr>
<tr>
<td>A willingness to attend a mentor training workshop</td>
</tr>
<tr>
<td>Insight into one's own personal limitations and strengths</td>
</tr>
</tbody>
</table>

**MENTOR CHARACTERISTICS** A mentor is someone who...

<table>
<thead>
<tr>
<th>Acknowledges</th>
<th>Shares</th>
<th>Affirms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respects</td>
<td>Educates</td>
<td>Facilitates</td>
</tr>
<tr>
<td>Supports</td>
<td>Guides</td>
<td>Inspires</td>
</tr>
<tr>
<td>Understands</td>
<td>Listens</td>
<td>Models</td>
</tr>
<tr>
<td>Nurtures</td>
<td>Enables</td>
<td>Has an insider’s view</td>
</tr>
<tr>
<td>Knows the ropes</td>
<td>Tells it like it is</td>
<td></td>
</tr>
</tbody>
</table>

**A mentor is someone who is...**

<table>
<thead>
<tr>
<th>Enthusiastic</th>
<th>Insightful</th>
<th>Loyal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sincere</td>
<td>Confidential</td>
<td>Interested</td>
</tr>
<tr>
<td>Patient</td>
<td>Caring</td>
<td>Sensitive</td>
</tr>
<tr>
<td>Flexible</td>
<td>Dependable</td>
<td>An Ally</td>
</tr>
</tbody>
</table>

**A MENTOR DOES:**

<table>
<thead>
<tr>
<th><strong>A MENTOR DOES NOT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate trust, openness and empathy</td>
</tr>
<tr>
<td>Accept people as they are</td>
</tr>
<tr>
<td>Help people see alternatives for decision-making</td>
</tr>
<tr>
<td>Give support and encouragement to take positive action</td>
</tr>
<tr>
<td>Validate people without being phony</td>
</tr>
<tr>
<td>Respect confidentiality</td>
</tr>
<tr>
<td>Refer student to the appropriate resources, services</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Dominate or preach</td>
</tr>
<tr>
<td>Judge people or try to change them</td>
</tr>
<tr>
<td>Tell people what to do</td>
</tr>
<tr>
<td>Give advice</td>
</tr>
<tr>
<td>“Rescue”, that is, do for a person what he/she can do independently</td>
</tr>
<tr>
<td>Gossip about what was said in confidence by a partner</td>
</tr>
<tr>
<td>Put people down</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Expect all problems to be “fixed” quickly and easily</td>
</tr>
</tbody>
</table>
Program Forms

First Year Student Success Initiative (Title V) Program Personnel

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Activity Director</td>
<td>Bonnie Peters</td>
</tr>
<tr>
<td>FYE Coordinator</td>
<td>Yesenia Gonzales</td>
</tr>
<tr>
<td>Professional Development Coordinator</td>
<td>Elva Salinas</td>
</tr>
<tr>
<td>Lance Soukhanseum</td>
<td>SLA Coordinator (Tutoring)</td>
</tr>
</tbody>
</table>

Peer Mentoring Leadership

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front Door Coordinator</td>
<td>Liz Vargas</td>
</tr>
<tr>
<td>Lead Peer Mentor/Peer Mentor Coordinator</td>
<td>Jessica Hurtado</td>
</tr>
<tr>
<td>Team Counselors</td>
<td></td>
</tr>
<tr>
<td>Student Success Peer Mentors</td>
<td></td>
</tr>
</tbody>
</table>

First Year Student Success Initiative
## Sample of Mentee Contact Log

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Nature of Mentee Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug</td>
<td>8/1/11</td>
<td>Discuss with mentees campus life and progress in classes thus far in 2 hour group sessions</td>
</tr>
<tr>
<td>Sept</td>
<td></td>
<td>Called mentees to remind students of their counseling appointments. Emailed mentees reminder about university tour registration.</td>
</tr>
<tr>
<td>Oct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Sample Calendar Mentor Activity Log

<table>
<thead>
<tr>
<th>August</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet and Greet</td>
<td>Workshop follow up discussion</td>
<td>Phone contact with mentees</td>
<td>Group study sessions with mentees</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sept</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Oct</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Nov</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
</table>
SAMPLE LETTER / EMAILS WHEN CONTACTING NEW STUDENTS

Dear ___________________,

Welcome to San Diego City College! My name is ____________________ and I am a student assigned to you to help mentor you through your first year of College. I am in my _______________ (year in school) majoring in ________________. (Fill in some information about yourself)

I am very excited that you are going to be a part of the San Diego City Community this fall. In addition to supporting you with your classes together this fall, our team will be working on ways to get you connected with faculty and staff members, helping each other learn how to be successful at City College and of course having fun!

Please be sure to respond to this email, as your initial check-in with me this fall. I can be reached at the following email address, ________________ or you can stop by the First Year Services office Room L206, for an update on my schedule. I am looking forward to meeting you!

There will be a ________________ First Year Experience Meet and Greet kickoff ________________ (event) on ________________ (date, time, and location). Additionally, throughout the semester we will be doing some events as a team.

I am looking forward to the upcoming semester and believe that it will be a great one for you and me. If you have any questions, my contact information is: ________________

Again Welcome!

Sincerely,

_________________________ (name)
SAN DIEGO CITY COLLEGE STUDENT SUCCESS PEER MENTOR’S
MENTORSHIP AGREEMENT

As a Student Success Peer Mentor, you will play an important part in providing support and guidance to first year students at San Diego City College.

A Mentor’s Responsibilities to a Mentee:

You will not release any personal or academic information about your student mentees to any unauthorized persons, including your own family and friends, without prior consent from the student mentee. Personal information may be shared with the First Year Services Personnel, this includes counselors, FYE Coordinator, Front Door Coordinator, Lead peer mentor, Program Activity Director at any time.

• You will not discriminate against your mentees or any member of his/her family based on race, gender, religion, national origin, sexual orientation or disability.

• You agree to respect the values and decisions of your student mentees and his/her family and not to attempt to impose your values upon them.

• You agree to contact your mentee primarily through group activities, telephone, and email. One-on-one in-person meetings with your student mentee will occur at program-related activities or facilities, and should be reported in your contact log.

• You agree to have regularly scheduled contact with your student mentees, approximately once per week.

• If you are unable to maintain contact with your student mentees, you will contact the program coordinator before ending the relationship.

• You understand the limits of the mentor’s role as outlined in the training program.

A Mentor’s Responsibilities to the Mentoring Program:

• Employment as a Student Success Peer Mentor and hourly employee of the San Diego Community College District full-time student status is required. Full-time is defined as 12 units and above. As an employee of the San Diego City College Peer Mentoring program you agree to maintain a full-time student status during the academic year 2011-2012. Any changes in your full-time status must be reported to the Front Door Coordinator. Your employment as an hourly employee through the mentoring program is contingent on being a full-time student.

• You agree to document all contacts on the monthly Contact Log.

• You agree to complete any forms relative to evaluation of the mentoring program.

• You agree to notify the Lead Peer Mentor with any change in your address, phone number or changes in your availability to participate as a mentor.

• While serving as a Student Success Peer Mentor, you agree to act responsibly and professionally, observing the San Diego City College’s student code of conduct at all times. Responsible conduct may be defined as, but is not limited to, mode of dress and public behavior.
In cases of Emergency

- You agree to contact your Team counselor or the program coordinator with concerns if ANY of your student mentee expresses intent to harm him/her or others, you will:
- Notify your Team Counselor and/or the Front Door Coordinator immediately.
- If the Front Door Coordinator is not available and your student mentee is known to a trained professional, you will encourage him/her to contact this professional immediately, while attempting to notify the Program Coordinators, as well as Campus Police.
- If no professional is available, you will encourage your student mentee to go to the nearest mental health emergency services and you should call Campus Police Services for assistance.

I have read and understood the terms of the Student Success Peer Mentor Agreement:

Signature                                   Date

_________________________________________  __________________