

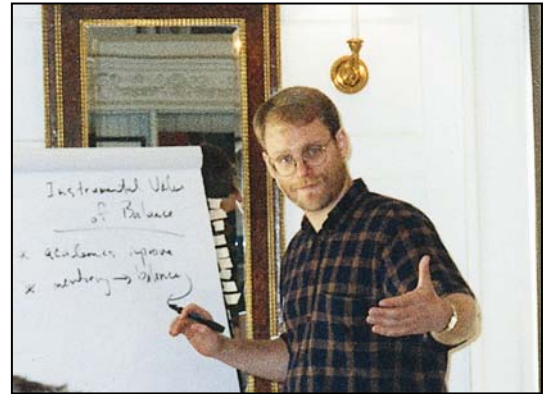
MENTOR RECRUITMENT & DEVELOPMENT

Many receive advice, only the wise will profit from it.

~ Syrus

Critical components to the success of the Balanced Man Program are effective leadership and mentoring of the more experienced to the less experienced. By passing on their knowledge and experience, mentors have the opportunity to make a significant impact on the lives of their mentees. It is important for every member to be supported, assisted, and encouraged by a specific mentor.

For those without a full understanding of the responsibilities of a mentor, training sessions provide a time for clarification.



Guidelines

Mentor recruitment:

- ❑ The chapter is expected to assign a Sigma Mentor to each new member of the chapter. This is the responsibility of the Sigma Challenge Coordinator.
- ❑ For the next three challenges, each member is expected to recruit a different mentor from either the chapter or the community.
- ❑ To facilitate mentor selection, the Vice President of Member Development should maintain a Mentor record. This record should include each member of the chapter, his academic major, and his current challenge status.

Member development:

- ❑ The Vice President of Member Development and the Epsilon Challenge Coordinator should be familiar with the mentor development program in order to answer members' questions and to assist the program facilitator. It is essential that every member is informed of the dates and locations of these programs. A sample agenda is on the following pages.

Mentor Recruitment

Look for someone:

- ❑ From whom you can learn
- ❑ With whom you feel comfortable
- ❑ Who can assist you in developing and maintaining a focus and sense of enthusiasm
- ❑ Who is trustworthy, patient, and caring
- ❑ Who is willing to accept the responsibility of being a mentor

Ask yourself:

- ❑ What do I need? Answering this will require you to look ahead in *The Quest* to see what is involved in the upcoming challenge. Answering this will also require a personal inventory to determine the type of relationship that would best suit you. Are you looking for a friend, or someone to help you develop your skills?

- What does my prospective mentor need?

Determine how much time he would like to devote to the relationship.
Determine the type of relationship he is seeking.

The following can make excellent community mentors:

- Parents
- Faculty
- Community leaders
- Clergy
- University alumni
- Chapter alumni

Remember, there is much more to a good mentor than just someone you can talk to. There must be a good foundation to build a successful relationship. These relationships cannot be forced. Do not limit your options and keep an open mind.

MENTOR DEVELOPMENT PROGRAM (SAMPLE AGENDA)

Mentoring is one of the hallmarks of the Balanced Man Program. Along with community involvement, experiential learning, and brotherhood, mentoring works in the life of each chapter member to guide him and aid in his personal and chapter development.



Throughout his time in college, a member is expected both to have mentors and to be a mentor to other chapter members. The mentor development program is designed to introduce members to mentoring and to develop the skills that will make their mentoring relationships productive, meaningful, and fun for all involved. While attendance at a mentor development program is an expectation for each member of the Epsilon Challenge. Members of every challenge, as well as community mentors, are encouraged to participate when a program is available in their area.

As members learn to become better mentors and communicators, the entire chapter will benefit from these skills.

Materials: The materials needed for the day will depend on the facilitator's plan. Because the presentation outline offers several alternative activities, the facilitator should contact the host chapter to ensure his presentation needs can be met. Possible materials include:

- Flip chart and pens
- Handouts
- Overhead projector
- TV/VCR

I. Welcome and Overview

- Describe the objectives for the program
 1. To give participants concrete ideas and activities by which they can integrate mentoring into their own chapters
 2. To give participants the skills needed to become effective mentors and mentees
 3. To gain a personal commitment from participants to seek mentors and to serve as mentors

II. Icebreaker (30 minutes) *Use either A or B*

- A. An experiential learning activity (see *SigEp on-line* or www.residentassistant.com)
 - Tailor the activities and debriefing/discussion questions to focus on mentors and mentor development
- B. Use video clips followed by discussion. Good videos include:
 - Field of Dreams
 - Lord of the Flies
 - Hoosiers
 - Rudy
 - Dead Poets Society
 - Boiler Room
 - Apollo 13
 - Good Will Hunting
 - The Natural
 - Finding Forrester
 - Stand by Me

After viewing the video clips, ask questions such as:

- Why do you think I chose this particular clip to show you?
- What was the mentoring relationship shown in this scene?
- Continue with a few key discussion points tailored to the specific clip.

III. Group Discussion (30 minutes)

- Base the discussion on the participants' past experiences and ideals and guide the discussion by asking questions:

A. **Group Brainstorming**...What is a mentor?

Preface: Explain that the idea of a mentor comes from Greek mythology. Before Odysseus left his home to fight in the Trojan War, he appointed a teacher for his son, Telemachus. This teacher's name was Mentor. Through the years, Mentor became a trusted friend and advisor to Telemachus. The relationship became legend and its ideals continue today.

Mentor embodied the following traits and abilities:

- Sponsor
- Advocate
- Guide
- Promoter
- Teacher
- Friend
- Confidant
- Supporter
- Coach
- Role model
- Counselor

B. **Group Brainstorming**...What defines a good mentoring relationship?

- Regular interaction
- Respect
- Consistency
- Informality
- Open communication
- Patience
- Caring
- Clear expectations
- Trust
- Shared vision
- Experience
- Availability
- Honesty
- Mutual understanding of immediate and long-term goals

Group Brainstorming...what are the benefits of a mentoring relationship?

- Allows participation in another's growth...the actualization of his potential
- Allows you to witness your own growth
- Sharing experiences
- Learning new skills and information
- Assistance in personal development
- The positive feelings of helping someone along
- Learning from another's real-life experiences
- The chance to "give back" for all those who may have helped you

IV. Group Discussion: Mentoring in Your Chapter

Preface: We've talked about why mentoring is important for individuals, but why is it important for the chapter as a whole? Basically, the answer is that when every chapter



member is growing, developing, and benefiting from the influence of a mentor, it seems logical that as the individual members improve, the chapter as a whole improves.

A. **Group Brainstorming**...What activities and events can mentors and mentees do together?

- Attend campus events together
- Review goals and talk about progress
- Update résumés
- Meet each other's families
- Go to a movie
- Meet other expectations together (i.e., go on a double date to the opera to meet your appreciation of the arts expectation)
- Do homework together
- Join a campus organization together
- Volunteer together
- Eat together
- Take class together
- Hold a mentor/mentee chapter bowling night, pool night, date dash, etc.
- Play intramurals together
- DO ANYTHING TOGETHER THAT YOU WOULD BE DOING ANYWAY!

Wrap-up

Facilitator: End this conversation on the note, "Mentoring relationships can benefit all involved. These benefits can be increased by making sure mentors have developed important skills such as listening, conflict resolution, assertiveness, and motivation."

The rest of the program is very flexible and intended to be completed at the facilitator's and chapter's discretion. Additional sessions available for mentor development programs include:

- Negotiating to Win/Win: Conflict Resolution
- Getting What You Want: Assertiveness Training
- From Hearing to Listening: Developing Effective Listening Skills

Each session can be tailored to the group's needs. For example, a group/facilitator can choose to concentrate on conflict resolution and listening skills for the second part of the program. Within each of these interactive sessions, the group/facilitator can pick and choose which activities you want to include. Don't forget that some of the activities require handouts for participants. Let the host chapter know about what supplies you will need.