



# *Mentor Handbook*

*Spring 2013 Training*

*May 5<sup>th</sup>, 2013*

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“The University of WI – Superior Office of Multicultural Affairs Peer Mentor program’s mission is to *assist* incoming students of color in their *transition* to college by creating an environment which *encourages* their success and meets their *individual* needs.”

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# Program Structure Fall 2013

## Mentor

Mentors have two jobs. The first is to ensure their mentee is getting the most out of their first year experience at UW-Superior. The second is that they must hold themselves accountable for their actions on and off-campus. If a mentor participates in unruly conduct on or off campus, it

## Mentee

YOU! An incoming freshmen or transfer student who joined this program to ease into the college transition, but that doesn't mean you can't get your hands dirty in the process!

## Program Coordinator: Gabriela (Gaby) Theis

Contact Info: [gtheis@uwsuper.edu](mailto:gtheis@uwsuper.edu) or (715) 394-8501

This person deals with all the minute details with budgeting and big decisions. If you would like some more mature advice or if you are having serious concerns, go directly to this person. Please contact them with any grievances with the program as well. She will also be in charge of mentor and group meetings.

## Lead Mentor: ???

Contact Info: ??? or (715) 394-8084

Best time to contact: ???

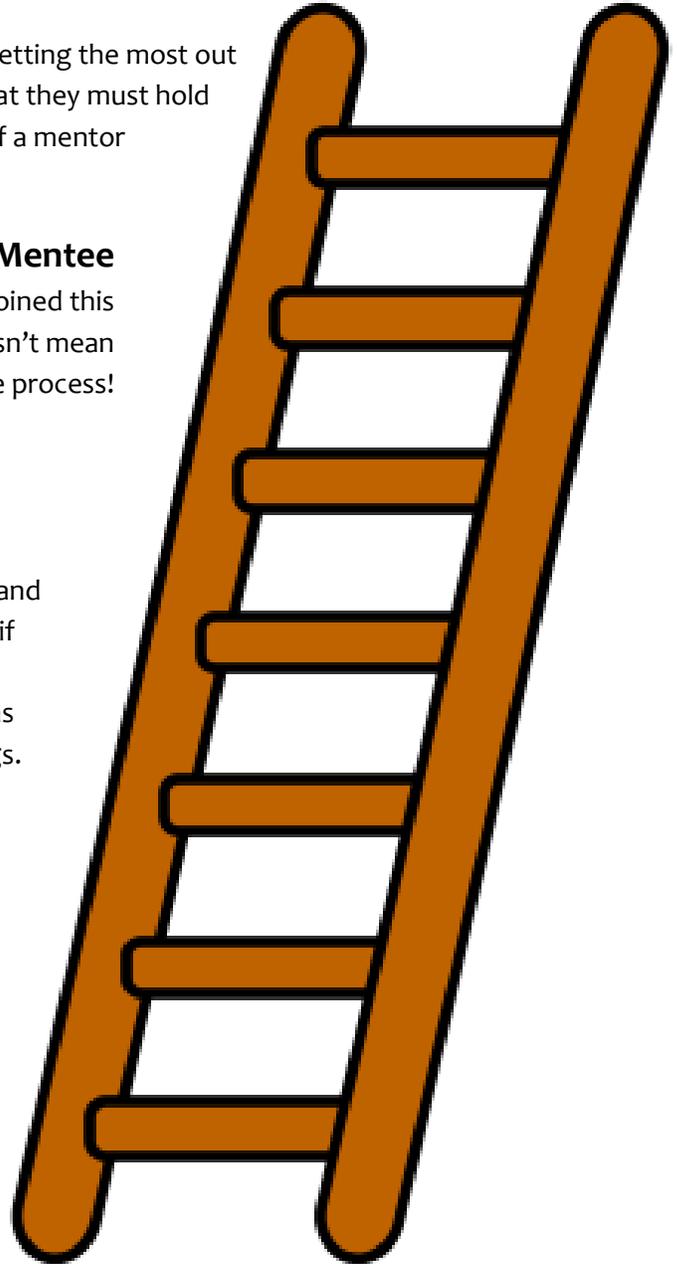
If you need some guidance on an issue with your mentor, if you are having trouble contacting your mentee, or if you have general questions/suggestions, they will be there for you as a resource. They will also be in charge of mentee meetings, so contact them if you have any ideas or requests.

## Faculty: Chip Beal and Ivy Vainio

Contact Info: (Chip) [abeal@uwsuper.edu](mailto:abeal@uwsuper.edu) or (715) 394-8297

(Ivy) [yvainio@uwsuper.edu](mailto:yvainio@uwsuper.edu) or (715) 394-8415

Chip and Ivy are wonderful resources to refer your mentee to for academic advising or mature advice on a problem that you can't seem to help your mentee tackle. You can also go to them for any of the previous needs for yourself.



# Benefits and Incentives



The OMA Peer Mentorship Program is not designed to suck up all your time and undivided attention. While you are required to do a few large tasks, we have a few perks for the awesome work you are doing for making a difference in someone's life.

What to look forward to:

- **New friends**– By spending time with your mentee and getting to know them personally, you will create a lasting friendship. The inclusive atmosphere this program provides will allow you to make even more great friends within the group along the way.
- **New opportunities**– By meeting with the whole mentoring program once a month you will be able to experience many new activities you may not have been exposed to in the past that include improving and acquiring new skills, making memories, and doing things you may not have thought you would ever do in the past.
- **Resume Builder**– Being looked up to by a mentee is not just rewarding for you, but for a future employer as well. A position such as this builds personal characteristics such as patience, listening skills, resourcefulness, and problem solving.
- **A new sense of success**– Through this program you will get a personal satisfaction out of seeing others succeed.
- **Connection to school**– By guiding others through this program you will learn the value of involvement at UW-Superior and find more to love about your campus.
- **Reciprocity**– Your mentee is not the only one benefitting from the experience: you will learn just as much from your mentee as they will from you. Coming from different living situations and cultures, friend groups, and having different interests expands your ethnocentric view and ability to adapt to different personalities.
- **Free food**– Mentors need energy and nourishment to support and guide mentees efficiently, so we promise you will not go hungry at group meetings!
- **Monetary stipend**– As a mentor with OMA, you are having a blast making new friends, participating in awesome activities, and getting free food. Essentially, you are getting paid to have fun and relax!

# Mentor Expectations and Requirements

You are only required to do four things! With this in mind, we expect that you prioritize them and do them well with good intentions. You may have little to do, but you have an important job!

**1) Mentee Meetings:** You will be required to contact your mentee once a week, meeting in person at least twice a month. Ask them how life on campus is treating them. Have they been keeping up with homework and understanding the material? Are they meeting new people? Trying new things and getting involved? How are they health-wise; mentally and physically? Here are some different ways to keep in touch and different places you can meet with your mentee:

- **Res Halls**– If you or your mentee live in the Res Halls, try meeting here! Make it a homework night, bring some popcorn, and take breaks by taking advantage of the ping pong table.
- **Markovich Wellness Center**– If one of your mentees biggest concerns is staying healthy in college, this is a great place to hang out! There are plenty of things to do here including racquet ball, climbing, cardio, lifting, swimming, and so much more.
- **Jim Dan Hill Library**– Try making time spent with your mentee a bit more studious by hitting up the library. Lots of literary resources and a calm atmosphere can be a nice getaway from the fast-paced life college brings.
- **Yellowjacket Union**– If your mentee wants to get more involved and meet a lot of people, take them to the Union. Grab some coffee, attend one of the Yellowjacket Activity Crew’s many functions, go to a Student Government meeting, or just hang out by the fireplace and play some cribbage.
- **Off-campus**– We encourage you to stay on campus for these meetings, but if your mentee is craving a little change of scenery, take them out to lunch at a place near-by like Red Mug Café on Hammond Ave, or hiking at Amnicon Falls just outside of Superior.
- **Email/Facebook/Texting**– Sometimes these forms of communicating are the easiest ways to get a hold of your mentee to remind them of your meeting. This way, they can reply on their own time.
- **Phone**– If your schedule conflicts one week, it is okay to give them a call and talk for a while. This does NOT include texting!

**\*We suggest that you create a set time and day of the week so it is not so hard to plan a meeting around all your other commitments; make THIS a commitment.**

# Expectations and Requirements

## continued...



**2) Group Meetings:** You must attend all the group meetings which are scheduled on your Mentor calendars. They *will* be counted, but not limited, as a weekly meeting with your mentee.

Food and activities will be provided free of charge! If you have to miss a group meeting, you must have a legitimate reason and contact the program coordinator and Hanna by the Friday prior to the group meeting unless it is a medical or family emergency.

**3) Mentor Report:** You will need to complete and turn in a mentor report at the end of each month. The reports will give you and us an idea of the progress your mentee is making and how your relationship is flourishing. If you are having any concerns or have any questions about your mentee, this is an excellent opportunity to express those. An example is located on page 5

**4) Goal Sheets:** Your goal as a peer mentor is to guide your mentee towards academic, social, and personal success in their first year at UW-Superior and beyond. To achieve this long-term goal, you will have to take many small steps: that is what Mentor Goal sheets are for! Each month, you will set a small goal for yourself as a mentor such as:

*“I want to find a better way to communicate with my mentee.”*

**Or**

*“My mentee addressed a pretty big problem in their life, and I want to help them.”*

You will then take even smaller steps to reach this goal and write down possible obstacles, how to overcome them, and then possible strategies to approach the goal. You will complete these at the end of the group meetings, but you will not turn them in. Keep them somewhere visible in your room as a reminder! An example of a goal sheet is located on page 7. At the end of the Mentor Handbook is a list of on-campus resources that you can refer to (but are not limited to) at any point to fulfill these goals.

# Mentor Report

Mentor Name: \_\_\_\_\_

Date: \_\_\_\_\_

Mentee Name: \_\_\_\_\_

Date of contact: \_\_\_\_\_

Form of contact (i.e. email, phone, face-to-face): \_\_\_\_\_  
\_\_\_\_\_

How is your Mentee:

Academically? \_\_\_\_\_  
\_\_\_\_\_

Socially? \_\_\_\_\_  
\_\_\_\_\_

Personally? \_\_\_\_\_  
\_\_\_\_\_

Did your Mentee have any concerns? If yes, how did you respond?

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

How do you feel about your Mentor/Mentee relationship? \_\_\_\_\_  
\_\_\_\_\_

Are you having any problems with your Mentee? (circle one)    No    Yes

If yes, explain: \_\_\_\_\_  
\_\_\_\_\_

What can you do to solve it? \_\_\_\_\_  
\_\_\_\_\_

Any other questions, concerns, comments? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*“A mentor is someone you can trust, someone who is knowledgeable, dependable, involved, and a life-long friend who I can look up to. They make me want to be a better person...”*

*–A Mentee’s definition of a Mentor*

# Mentor Goal Sheet

Mentor Name: \_\_\_\_\_

Date: \_\_\_\_\_

Mentee Name: \_\_\_\_\_

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*A good goal is like a strenuous exercise - it makes you stretch.*  
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Mentoring goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Achievement date: \_\_\_\_\_

Try setting feasible achievement dates. Give yourself 1-4 weeks, depending on the nature of the goal.

Action Plan: What do I need to do to reach my goal?

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Obstacles: What challenges will I face in reaching my goal?

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# Do's and Don'ts

## Do's

- **Do** have fun and bring positive energy!
- **Do** hang out around campus!
- **Do** share your experiences. Experience is the best teacher; your mentee will learn from your positive *and* negative experiences!
- **Do** listen to *their* experiences and listen well.
- **Do** act professionally on a personal level. A main difference between friends and mentees is you must be a role-model and refrain from any inappropriate activities (i.e. romantic relationships and partying.)
- **Do** encourage good habits. It is easy to pick up bad habits, especially those concerning health, in the first year of college.
- **Do** be in the program for the right reasons. While this is a great resume builder, we will not give you the good recommendation if you participate half-heartedly.
- **Do** prioritize your mentee. They are important too!
- **Do** keep your mentor/mentee relationship confidential. The number one quality a mentee looks for in a mentor is **trust**.
- **Do** respect your mentee's opinion. If it is something very different from your own, keep your answers "I" centered and refrain from being critical of your mentee's views.

## Don'ts

- **Don't** have too much fun. Your mentee might want to experience the off-campus life at a party. While this is an expected thought from a college freshman, this activity is prohibited. If you are caught consuming alcohol, tobacco, or other drugs with your mentee, you will be up for termination.
- **Don't** try to be a health professional. If your mentee is facing serious problems academically, socially, or personally, do not be their psychologist or advisor. Even if they are most comfortable talking to you, encourage them to see a CERTIFIED health or academic professional.
- **Don't** pry into a mentee's personal life. They will talk to you about a problem when they are comfortable.
- **Don't** make assumptions. If you think your mentee is at risk for serious problems such as suicide, bullying, or substance abuse ask them about it first. If they are reluctant to say anything, please tell the program coordinator or lead mentor and then ask a health professional for advice.
- **Don't** portray a negative attitude. You can be honest about any difficulties you've had while still maintaining a positive attitude.
- **Don't** gossip negatively about professors or other faculty/staff members to your mentee.

# What to look for in your Mentor/Mentee Relationship



## Respect

One of the most crucial elements of a relationship is respect. Having and showing that respect for your mentee will help you connect and grow together.

## Trust

Another highly important quality you want with your mentee is trust. The ultimate goal is to make your mentee feel like they can come to you for anything. This can be achieved by the simple acts of being on time to your mentee meetings and listening (refer to active listening on Page 12)

## Communication

A great way to gain trust and respect with your mentee is to communicate with them! This means you must be contacting them regularly, making them feel valued—like you want to be spending time with them. (Please refer to Communication 101 on Page 11)

## Fun

This program isn't meant to have strict deadlines or boring meetings, we want you to engage yourself and have fun in and out of the program. If you *aren't* having fun, come talk to Dixie or Hanna during their office hours or shoot them an e-mail so we can try to improve your experience and others' to follow.

## Progress

The change college brings is inevitable. The purpose of this program is to create a comfortable environment to make the life-changing transition to college easier. If you ensure all of the previous mentor/mentee qualities are present, you should be able to clearly see progress in your mentee!

# Communication 101

## Road blocks to effective communication:

- Using “me too!” too often. While relating with your mentee using this phrase might seem like a good idea, it can potentially devalue your mentee’s opinion or problem with your own.
- Preach it! Actually, hold that thought. If your mentee decides to do something that may be against your morals and values you may be tempted to lecture them. This, again, might put your mentee in the awkward place between friend and little sibling.
- Arguing with your mentee. This is never a good way to resolve different views no matter how passionate you are about the situation.
- Analyzing or interrupting your mentee. This may make them feel more like a case study being picked apart by eager Social Work students.

## What can you do?

- Use “I” statements. (i.e. “I feel frustrated about the situation between us.”)
- If you are angered or uncomfortable with a situation, be descriptive and tell your mentee exactly what is on your mind. Don’t beat around the bush!
- Understand yourself and what you are thinking before you give advice or confront.
- Be an active listener (refer to next page).
- Follow up on the issue. It will help your mentee understand how much it meant to you, no matter the context of the situation.

# Get Active!

Make the most out of your mentee meetings by listening effectively. The little baby in this picture is actively listening by reacting positively/appropriately to the music she is listening to, which is how you should be responding to your mentee (this is also the most adorable picture that popped up on Google images.)By acquiring this skill, you will be able to build more trust and assurance with your mentee by showing them that you *care* about what they have to say. Here are some tips to become a better listener.



**EYE CONTACT:** Nothing says, “I’m listening” more than this. It shows you are paying close attention to, not just their words, but their non-verbal expressions too (i.e. facial expressions, body language, and

**RESPOND:** Make sure you are responding with “uh-huhs” and “okays.” Also, respond appropriately with your non-verbals such as your eyes, tone of voice, and gestures. This shows empathy and your genuine interest in what your mentee is sharing with you.

## CONCENTRATE &

**REFLECT:** Active listening takes a lot of concentration. We retain only 25-50% of what we hear so it is important to concentrate on what is really being said, and then after, reflect on the conversation, especially if it involves a social, academic, or personal problem.

**CLARIFY:** Ask questions and repeat things to get a better understanding of what your mentee is saying.

**POSTURE:** Having a relaxed posture when listening to your mentee instills a good level of comfort that is reciprocated when they sense that you are okay talking about any situation. If your posture is too rigid, they may be edgy and uneasy while talking to you.



Sources:

<http://www.taft.cc.ca.us/lrc/class/assignments/actlisten.html>  
(Taft Community College) and <http://www.mindtools.com>

# Calendar of Common Student Issues by Month

Adopted from Iowa State University



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.

## September

- Homesickness - especially for freshmen.
- Roommate conflicts caused by personality differences, lack of understanding and unwillingness to compromise or the new experience of having to live with someone.
- Initial adjustment to academic environment - feelings of inadequacy and inferiority develop because of the discrepancy between high school status and grades and initial college performance.
- Values exploration - students are confronted with questions of conscience over conflict areas of race and alcohol experimentation, morality, religion and social expectations.
- New social life adjustments - including new freedom of not having to check with parents about what time to be in, having the opportunity to experience new areas, making your own decisions on when to conduct social activities and establishing yourself in a peer group.
- 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.
- Family problems seem amplified because the student may either be caught in the middle, relied on for the answer or because they are far away, feeling helpless in helping reach a solution.
- Adjusting to “Administrative Red Tape” with students soon realizing that it may be a long and frustrating process when trying to find an answer to what seems to be a simple question, or trying to work something through the administrative process.

## October

- 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.
- Roommate problems continue, but they are smaller in scope than previous months.
- Values exploration continuing, especially in the area of sexuality.
- Dating/non-dating/friendship anxieties extremely high. Non-dating students feel a sense of loss of esteem because so much value is placed upon dating. For women who do date, the pressure to perform sexually increases and consequently increases feelings of rejection, loneliness and guilt and in some instances leads to unwanted pregnancies.
- Homesickness may still be felt by a number of students.

- 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.
- Time conflicts between academic and social expectation emerges.
- 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.
- Disenchantment with school - low reward level because student begins to realize that life at college is not as perfect as they were led to believe by parents, teachers and counselors. Old problems seem to continue and new ones are added. An external reality they had put their hopes in has failed them.

## November

- Academic pressure begins to mount because of procrastination, difficulty of work assigned and lack of ability. Pre-finals stress starts to emerge as preparation begins for taking the exams.
- Social apathy causes frustration because of academic pressures.
- Depression and anxiety increase because of feelings that one should have adjusted to the college environment.
- Problems develop due to increased alcohol consumption because students see this as an easy, acceptable way to relieve stress and from not knowing how to handle alcohol responsibility.
- Roommate problems may start to emerge again. This is mostly due to the pressure of school; tempers become shorter and people are less tolerant of others.
- Living unit dissension causes uncomfortable feelings with residents, resulting from apathy, academic pressures, need for vacation from school.

## December

- Final exam pressures including anxiety, fear and guilt increase as exams approach and papers become due. Increased use of alcohol and drugs is related.
- Extracurricular time strains - seasonal parties, concerts, social service projects and religious activities drain student energies.
- Financial worries occur with the thought of holiday gifts and travel costs.
- Pre-holiday blues emerges, especially for those who have concerns for family, those who have no home because of family conflicts.
- Friendship tensions become high with the onset of final exams.
- Pressure increases to perform sexually due to the approach of vacation and extended separation.

## Questions

Looking back, which of these issues applied to you during your first year here at UW-Superior?

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How did you overcome them?

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What are some other issues, if any, that may have been excluded from this list?

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# Budgeting

Adopted from the DePaul University Financial Fitness Program



**Step 1: Write down your monthly income, including any money you take in from work, loans, grants and more.**

**Step 2: Estimate your monthly expenses.**

**Step 3: Calculate the difference between your income and expenses.**

**Step 4: Examine your cash flow. Are you over budget? Or do you want to save more each month?**

Estimated Monthly Income:

Work(+): \_\_\_\_\_

Loans/grants/scholarships(+): \_\_\_\_\_

Home(+): \_\_\_\_\_

Other (i.e. tips, babysitting, etc.)(+): \_\_\_\_\_

Total: \_\_\_\_\_

Estimated expenses:

Residence halls payment/rent(-): \_\_\_\_\_

Meal plan payment/food(-): \_\_\_\_\_

Tuition payment: \_\_\_\_\_

Toiletries/household upkeeping items(-): \_\_\_\_\_

Travel(-): \_\_\_\_\_

Other (i.e. books, school supplies, etc.)(-): \_\_\_\_\_

Total after expenses: \_\_\_\_\_

**Options: Put in emergency fund, save for Christmas shopping, spend, etc.**

# Student Resources



## Academic Advising

The Center for Academic Advising exists to provide student advisement services. They work with students from the moment they start here at UWS until graduation. They provide advisement services to students who have not declared a major, are in transition between majors, and/or are undecided about their academic or career path. Students also have access to the 4 Year Pathways documents which lay out what the degree requirements are for each major in order to help them with their degree planning. **The Center for Academic Advising is located in Old Main 134.**

## Academic Support Center

The Academic Support Center is a FREE tutoring lab which allows students to work with peer tutors who can help you succeed in the classroom. Tutoring is offered both one-on-one as well as in small groups. You can also use this area as a quiet place to study for your courses.

**The tutoring lab is located in Swenson 1025 and open Monday-Thursday from 8am-6pm, and Fridays from 8am-4pm. If you have any questions, contact Lon Bagley at 715-394-8087.**

The Math Lab is another FREE service offered through Student Support Services, and is specialized to help you succeed in your math courses here at UWS. The math lab is located right next door to the Academic Support Center in Swenson 1024 and has the same open hours. **Contact Heather Kahler with any questions at [hkahler@uwsuper.edu](mailto:hkahler@uwsuper.edu).**

## Campus Safety

Campus Safety conduct walking and vehicle patrols on a 24-hour basis. All buildings on campus are patrolled on a random basis. You can also contact the on-duty officer if you would like to be escorted to or from your car or residence hall.

**If you need to contact an officer for any reason you can reach them at 715-394-8114. In case of emergency, always call 911 first.** The police will then contact campus safety. The campus safety office is located at the corner of Belknap Street & Catlin Avenue in the same building as parking services.

## Career Services

Career Services is your resource for career management. They are here to help you with anything from updating your resume and writing a cover letter to giving you tips on searching for a job and having a successful interview. Career Services also puts on programs each semester to help prepare you for your life in a professional setting. Programs include No Gigs for Pigs Etiquette Dinner, Resume Drive-In, and much more!

**Contact Kathy Pykkonen (Director) or Shannon Gilligan (Career and First Year Specialist) in YU Suite 230 or at 715-394-8024.**

## Office of International Programs

The Office of International Programs offers two ways for students to study away from UWS and experience different cultures all while still receiving credit towards graduation.

Students can Study Abroad in countries such as Scotland, Costa Rica, Bosnia, China, Korea, and many more. If you can't find a program that works for you through UWS, our study abroad coordinator can help you look at other programs offered through the University of Wisconsin system.

The National Student Exchange is more of a domestic study abroad program. Students have the opportunity to get placed at nearly 190 participating universities throughout the United States, Canada, Puerto Rico, and Guam.

**For more information on either of these programs contact Cherie Sawinski at [csawinski@uwsuper.edu](mailto:csawinski@uwsuper.edu), call 715-394-8020, or stop in Old Main 337.**

## Residence Life

Residence Life is "Your Home Away from Home!" Staff in the Residence Life office and the Residence Halls is here to help you succeed during your first year here at UW-Superior. They can help you succeed academically, point you to campus resources, and make the transition from home to college much easier. **If you have any questions, you can contact the Residence Life Office at 715-394-8438 or stop by the Yellowjacket Union, room 140.**

Students living in the residence halls receive technology services through ResNet, which is a part of Residence Life. They provide voice, video, and data services in the residence halls. **If you're having problems with any technology in the res halls, contact ResNet at 715-394-8439. You can also stop in YU Room 26.**

## Student Health and Counseling Services

Student Health and Counseling Services exists to work with students on any physical, mental, or emotional issues that may be interfering with their academics. **If you have any questions about the services offered or if you would like to set up an appointment, you can contact SHCS at 715-394-8236 or visit their office in the Markovich Wellness Center, Room 1729.**

Stay Safe on Campus Videos Department of Student Involvement helps students get engaged with the UW-Superior community. By getting involved on campus you can meet new people, try new things, build your resume, and make a difference here at UWS.

Student Involvement provides leadership and volunteering opportunities, as well as puts on annual events such as Family Weekend, Winterfest, and College Rocks Week.

**For more information on getting involved on campus, e-mail Allison Gerland (Student Involvement coordinator/YAC advisor) at [agerland@uwsuper.edu](mailto:agerland@uwsuper.edu).**

## Technology Services

Technology Services can help with any questions you may have about the technology on campus. They also loan out equipment and manage on-campus print credits. **For any questions, contact the Technology Help Desk at 715-394-8300 or stop in Swenson 1061.**

# Confidentiality

As a mentor, it is a requirement to keep any information regarding your mentee absolutely confidential. Under NO EXCEPTIONS can you share any of the following forms of information to anyone in or outside of the program unless you have verbal consent from your mentee or in the case of an emergency which will also be listed:

- Contact information (including phone numbers, addresses, Facebook information, etc.)
- Photos (unless you are using them for OMA purposes)
- Personal disclosures (anything regarding family, academic problems, social problems, personal problems, etc.)

Note: If someone asks you for your mentee's number or Facebook information and claims to know them, give your mentee a call and ask. If they do not pick up the phone, do not tell.

Emergency situations in regards to mentee:

- Any situation dealing with alcohol or other harmful drugs (cigarettes are an exception because that is a legal choice. However, you have permission to strongly discourage it.)
- Disclosures pointing towards suicide
- Rape, other sexual abuse, verbal abuse, or other form of abuse
- Family emergency
- Hospital visit due to physical injury (self-inflicted or accidental)

Note: In the event of an emergency, please contact Dixie or Hanna within a day or two depending on the severity. If there is an event of self-inflicted injury that you are dealing directly with your mentee, call the police immediately; contact Hanna shortly after at 218-391-4091. Dixie and I will ensure that the proper counseling is implemented after a traumatic experience such as this.



# Fall 2012 Mentor Contract



I, \_\_\_\_\_, agree to contact my mentee once a week, meeting with them in person at least twice a month. I will attend all group meetings, which are held once a month, with my mentee. I understand that these should not replace my weekly mentee meeting. I agree to attend mentor meetings once a month and understand there may be a circumstance where there may be more than one a month. I also agree to complete midterm and final program evaluations.

I understand that I must maintain a 2.0 GPA or above to remain a mentor. If I do not achieve this, I could face termination. I will be observant and check with my mentee regularly to see if they are succeeding or struggling academically.

I agree to keep a positive image and attitude in and out of the classroom, on and off campus while affiliated with this program. I understand that if I violate any campus policies on alcohol, tobacco, and other drugs, I will be terminated. I know that if I expose my mentee to any of these substances, I will be terminated.

I agree to keep any information that my mentee shares with me **confidential**. When my mentee is sharing information, I understand that I must listen effectively and respond appropriately. If my mentee is having serious problems, I understand that I must not replace the role of a professional because I am not trained to advise, counsel, diagnose, or tutor.

I, \_\_\_\_\_, understand that as a mentor in the Office of Multicultural Affairs Mentorship Program, I was chosen because of my good academic standing, positive attitude, and general interest in making a difference in someone else's life. I believe that being in this program is not just for personal gain and I am in this for the right reasons.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_