



Global Match

**A Faculty/Staff Mentoring program for
International Students**

Mentor Handbook





PARK UNIVERSITY GLOBAL MATCH MENTORING PROGRAM

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Being a Mentor

Mentoring is a term historically used to describe a teacher-student relationship. Mentor is the name of the person to whom Odysseus (a.k.a. Ulysses) entrusted the care of his son, Telemachus, when he set out on those famous wanderings of his that we now call an "odyssey" and which took him, among other places, to the Trojan Wars. Mentor was Odysseus' wise and trusted counselor as well as tutor to Telemachus.

Mentors are supposed to be wise and trusted counselors for students (the people receiving advice and support). A mentor's knowledge, experience, encouragement and skills offer the growing leader guidance, advice and small amounts of hands-on training. However, while a mentor can steer a student in the right direction to reach her potential, a mentor can't, and shouldn't attempt, to force change against the will of the younger leader or activist.

Roles and Responsibilities

Establishing some basic roles and responsibilities can ensure a successful mentor/student relationship. The following outlines a few roles for the mentor, and a few things that the mentor and student should do together.

The Mentor Should:

- * **Provide guidance based on past experiences.** This needs to be done sensitively. If mentoring is turned in to a boring reminiscence session, it will be unsuccessful. Guidance should always be as slight as possible, and follow directly from the stated concerns of the student.
- * **Create a positive counseling relationship and climate for open communication.** This means, first of all, avoiding any resentment at the onset of the relationship by being sensitive to the feelings of the student. It is important to avoid treating the student as incompetent or incapable. Over the long-term, a positive relationship will be created by a genuine interest in both the student and their role.
- * **Avoid setting up a situation whereby the mentor is seen to be 'checking up' on the student.** This means agreeing when contact will be made or sought and where possible leaving it up to the student to get in touch at previously agreed times.
- * **Help your student identify problems and solutions.** This means try to look deeper; if there are symptoms, look for what might be causing them, don't simply patch things up. If the student thinks that something isn't a problem, don't force the issue; if you fail to explain why it might be a problem, then leave it.
- * **Lead your student through problem solving processes.** Empowerment is the key to being a mentor. Don't give solutions to problems; this won't 'teach the man to fish' (as the saying goes). Work through problems with the activist, even when you aren't clear of the answers yourself.
- * **Offer constructive criticism in a supportive way.**
- * **Share your own thought processes and fallibilities with the student.**
- * **Assign "homework" if applicable.** This obviously doesn't mean essays, and if the person you are working with isn't keen, it can't work, but if there is a clear interest at getting good at something, think about how this could be achieved.



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- * **Refer your student to others when you don't have the answers.** Failure to do this smacks of arrogance and fails to see the big picture. If others can do a certain part of the job better than you, let them.
- * **Solicit feedback from your student.** Being a mentor isn't merely about giving; you should be developing your own skills too. If you don't see this, you won't set up a relationship of give and take, which is the most beneficial to the student.
- * **Be prepared for all contact with your student.** Before a phone conversation think about what might come up. If meeting face to face, think about what questions would elicit the responses that would allow you to do your job effectively.
- * **Keep your eyes open for things that could help your student.** Look for articles and websites that refer to things that you have discussed. This will allow them to develop and shows them that you are interested in their success.
- * **Don't do their job for them.** It is tempting for leaders to step in when faced with inexperience. Resist this temptation wherever possible.

Mentor & Student Together Should:

- * Identify roles the mentor can play to help the student achieve goals.
- * Communicate on a regular basis.
- * Refer back to previous conversations to make sure that things have been done.
- * Set the agenda for each meeting.
- * Cancel only when absolutely necessary.

Becoming a Mentor

- * Identify why you want to be a mentor. See what is motivating you to accept this opportunity in spite of your busy schedule.
- * Analyze what you have to offer your student. Be brutally honest with yourself as you consider what influence, skills, knowledge or other contributions you can make. Acknowledge your weak spots.
- * Identify your needs, expectations and limits for your mentor/student relationship. Ask yourself what you would like to happen and how much time you are prepared to put in.

Do's and Don'ts for Mentors

Do's

- * Be clear about your motives for helping your student. If you're not sure yourself, the student will get mixed messages from you.
- * Look after your student's needs, but consider your own as well. Be certain about what you want from the relationship and what you're willing to give.
- * Be prepared for the relationship to end. The successful mentor-student cycle requires that the student moves on and the relationship either ends or takes a different form.

Don'ts

- * Don't give up right away if your student resists your help at first. S/he may not recognize the value of what you have to offer. Persistence - to a point - may help.
- * Don't try to force your student to follow your footsteps. If the footsteps fit, s/he will follow them voluntarily. Value the student's unique path and where s/he is along that path.
- * Don't have a pre-conceived plan for the final outcome of your relationship.

(Source: <http://www.utenvironment.org/founding/howto-mentor.doc>) This "How To" was taken from other sources by Corinna Kester, CEC Founder.



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Advice for New Mentors

For most people, good mentoring, like good teaching is a skill that is developed over time.

Here are a few tips for beginners:

- * **Listen patiently.** Give the student time to get to issues they find sensitive or embarrassing.
- * **Build a relationship.** Simple joint activities—walks across campus, informal conversations over coffee, attending a lecture together—will help to develop rapport. Take cues from the student as to how close they wish this relationship to be.
- * **Don't abuse your authority.** Don't ask students to do personal work, such as mowing lawns, baby-sitting and typing.
- * **Nurture self-sufficiency.** Your goal is not to “clone” yourself but to encourage confidence and independent thinking.
- * **Establish “protected time” together.** Try to minimize interruptions by telephone calls or visitors.
- * **Share yourself.** Invite students to see what you do. Tell of your own successes and failures. Let the student see your human side and encourage the student to reciprocate.
- * **Provide instructions.** Help the student develop a professional network and build a community of mentors.
- * **Be constructive.** Critical feedback is essential to spur improvement, but do it kindly and temper criticism with praise when deserved.
- * **Don't be overbearing.** Avoid dictating choices or controlling a student's behavior.

(Adapted from: <http://www.nap.edu/html/mentor/1.html#advice>)



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How to Build Respect

A successful mentoring relationship is founded on mutual respect between mentor and student.

Here are some guidelines on promoting respect:

- * **Take students seriously.** A question or problem that seems trivial or irrelevant to you might not be, or it might mask a more serious issue. Listen carefully.
- * **Don't dictate answers.** Suggest various "road maps," but allow students to choose the destination.
- * **Be frank and direct.** Let students know what you can (and can't) offer in the mentoring relationship.
- * **Help students develop self-esteem.** Provide praise as well as suggestions for improvement.
- * **Invite other mentors.** Acknowledge that no single person can fill all a student's needs.
- * **Address fears without belittling.** Know about a student's money worries, low self-esteem, fear of failure, parental pressures, and doubts about belonging. Don't wait for fears to grow into problems that might cause a student to stumble or even leave the program.
- * **Meet on "neutral ground."** Don't always meet in your office; a student might be more comfortable in the cafeteria, at the jogging track, or another location on campus.

(Adapted from: <http://www.nap.edu/html/mentor/1.html#advice>)



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Conversation starters

A challenge faced by any mentoring relationship is getting conversations started. As a mentor you have the responsibility to engage the student in conversations that promote growth and build trust. Here are a few discussion ideas to get you started.

- * Introduce yourself and ask student about themselves.
- * Talk about your hobbies, favorite movies, books, music, family, community where you live, etc.
- * Ask student about their hobbies, favorite books, music, family, school, academic and career plans, etc.
- * Talk about your education (favorite classes, teachers, school).
- * Talk about your first job.
- * Talk about how you secured your current job. What specialized training have you had?
- * Talk about how to locate an internship or job opportunity.
- * Offer to help student develop or improve their résumés.
- * Talk about interviewing techniques, such as dressing for success, answering specific questions, and disclosing disabilities.
- * Talk about disability-related accommodations in school or on the job.
- * Offer to help student locate summer employment or make career contacts.
- * Talk about balancing school, work, and social life.
- * Share websites you think student might find useful or interesting.

Keep in mind that all of these “conversations starters” are only to get you to thinking about different topics. You can talk about anything you and your student enjoys discussing. Get to know your student and open up to learning about him/her as well.

(Adapted from: http://www.washington.edu/doi/Mentor/mt_starters.html)



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Making Referrals

As a mentor, you do not have to have all of the answers. If you are working with a student who has questions and you don't know the answer, don't hesitate to refer them to another office on campus. Below is a list of contact information for various student service offices which you may find helpful when working with your student:

Academic Support Center-Are you looking for a tutor? Do you need help writing the research paper for your psychology class? The Academic Support Center can help! Check out their website at: www.park.edu/support or give them a call at 816-584-6330

Career Development-Are you searching for that perfect career? Do you need help preparing a resume for a job interview? Do you want to set up an internship? Contact one of the career counselors in the CDC! Visit their website for lots of helpful resources at: www.park.edu/career or give them a call at 816-584-6350

Student Health and Wellness-Are you not feeling well? Think you are coming down with a cold? Visit the Health Center to see the Nurse Practitioner. To make an appointment, visit www.park.edu/studentlife/healthservices/ for office hours or give them a call at: 816-584-6513. The center is located on the first floor of Dearing Hall.

Counseling Services-Not feeling like yourself? Want to talk to someone about what is on your mind? Visit with one of our certified staff counselors. To schedule a confidential appointment, call 816-584-6237 or email: counselingappointments@park.edu. Check out their website to view all available services at: www.park.edu/studentlife/counseling.

Library—Need to do some research? Contact one of the Librarians in the McAfee Library at library@park.edu or 816-584-6285

Park Student Government Association—Want to get involved and make changes for the Park student body? Check out the PSGA online at: <http://www.park.edu/studentlife/senate/> or email senate@park.edu.

Bookstore—Need books or course materials? Need a warm Park sweatshirt for the winter, visit the bookstore for all of your Park course and apparel needs! www.park.edu/bookstore

Student Assistance Center—Do you have a question about your degree audit or billing information and don't know who to ask? Stop by the SAC or call 816-584-6800 or email sac@park.edu.

International Student Services Office—Available to you for any assistance you may need. Contact them today at 816-584-6820!



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Mentor Expectations and Agreement

As a Global Match mentor, I agree:

- * to commit to this program for at least one semester as a volunteer mentor;
- * to meet at least twice a month for ½ hour sessions during the semester;
- * to be on time for scheduled meetings or call my student at least 24 hours beforehand if I am unable to make a meeting;
- * to keep all information provided during mentoring sessions confidential except as may cause him/her or others harm;
- * to create an atmosphere of trust and friendship conducive to a positive mentoring relationship;
- * to be open to new experiences and points of view;
- * to inform the coordinator of any difficulties or areas of concern that may arise in the relationship;
- * to inspire creativity and independence;
- * to be positive, enthusiastic, and supportive;
- * to be a good listener and take my student seriously;
- * not to share the student's contact information without the student's permission;
- * to respect Park University's code of conduct for employees;
- * to participate in beginning of the year and end of the year mentoring events;
- * to a minimum total time commitment of five (5) hours per semester;

Graceful Exit Clause

If one of us needs to terminate the relationship for any reason, we agree to abide by each other's decision.

Mentor Signature

Date



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Contact Log

Date: _____ Meeting Location: _____

My Name: _____

Student Name: _____

Things I would like to discuss: _____

What we discussed/did: _____

What I learned: _____

Recommendations to my student: _____

Things I would like to follow-up on with my student at the next session: _____

Next meeting (location and time): _____



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Global Match Mentoring Program
2008-2009 Mentor Handbook

Mentor Program Coordinators:
Kimberly Connelly
Assistant Director of International Student Services
&
Jennifer Sanders
Enrollment Services Academic Adviser

