

T.E.A.M.

Together, Engaging, Advocating and Mentoring



GROSSMONT
COLLEGE



A Mentoring Handbook, Spring 2018



Acknowledgements

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Peer Mentoring Mission and Outcomes

Title V Funding

Peer mentoring is being funded by Grossmont College's Title V: Via Rápida grant. The emphasis is to accelerate student success and completion at Grossmont College by first focusing on the success and completion rates of Hispanic and low-income students.

Our Mission

Increase student retention and persistence by enhancing the personal connection that first-year students have with the college. Through the help of a trained peer mentor, first-year students will grow to be academically and socially connected with the college.

Peer Mentoring at Grossmont College

Peer mentors at Grossmont College are recommended by faculty based on their leadership and academic qualities as well as their overall interest in helping others. Peer mentors go through training workshops as preparation to better assist first-year students transition to college life. Mentors and mentees will have weekly contact by email, text, or by phone. They will meet on campus to work on semester goals, attend campus events together, meet on campus to discuss academic progress and meet on or off campus for a study jam in preparation for final exams.

Outcomes

- To provide confident and effective peer mentors through training.
- To encourage, support, and guide first-year students as they transition to college life.
- To assess and refer first-year students to the appropriate services on campus.
- To provide first-year students with positive role models.
- To create engagement opportunities for first-year students to become part of the college experience.
- To be an integral part of Grossmont College's First Year Experience (FYE).

Defining Peer Mentoring

What is a peer mentor?

- A peer mentor provides encouragement and guidance to help first-year students successfully cope with the many challenges they will face as they transition to college life.
- Peer mentors will help connect students to the campus and guide them to the appropriate services on campus
- Peer mentors meet with students to work on time management, study skills and life skills.
- A peer mentor always acts with good intentions and for the well-being of others.
- A peer mentor is a role model who demonstrates successful academic strategies, habits and behaviors.
- A peer mentor will be in communication with the appropriate staff reporting student performance and concerns as needed.

Peer Mentor Principal Objectives

Your principal objectives as a peer mentor should be to:

- 1) Establish a positive, personal relationship with your mentee(s)
 - Make a proactive effort to act as a guide, a "coach," and an ally, an advocate and a trusted friend.
 - Once a positive, personal relationship is developed, it is much easier to realize the remaining three objectives.
 - Trust and respect must be established.
 - Regular interaction and consistent support are important in mentoring relationships.

- 2) Help your mentee(s) to develop academic and life skills
 - Work to accomplish specific goals (e.g. peer advising about the best use of "free" time).
 - When and where appropriate, emphasize life-management skills, such as decision-making, goal setting, time management, dealing with conflict, values clarification, and skills for coping with stress and fear.

- 3) Assist mentee(s) in accessing academic and college resources
 - Provide information or better yet, help your mentee(s) find information about academic resources (faculty, staff, academic support services, student organizations, etc.). Assist your mentee(s) in learning how to access and use these resources. For example, don't assume that just because they know where the professor's office is that they also understand how to talk to their professor.

- 4) Enhance your mentee's ability to interact comfortably and productively with people/groups from diverse backgrounds.
- Your own willingness to interact with individuals and groups different from yourself will make a powerful statement about the value placed on diversity. Model the attitudes and behaviors that you emphasize.
 - Contrary to popular belief, we are **not** "all the same." It is important to acknowledge and understand, not ignore, our differences. We need to learn how to use our differences as resources for growth. Respecting our differences is necessary but not sufficient; we need to know how to negotiate our differences in ways that produce new understandings and insights.
 - Everyone holds particular preconceptions and stereotypes about one's own group and other groups. Take special care that you are not (intentionally or unintentionally) promoting your own views and values at the expense of your mentees' viewpoints. Work at understanding and critically examining your own perspectives on race, ethnicity, culture, class, religion, sexual orientation, etc.

The Role of a Peer Mentor

The most significant roles a peer mentor has are those of a trusted friend, connecting link, learning coach, student advocate, and peer leader.

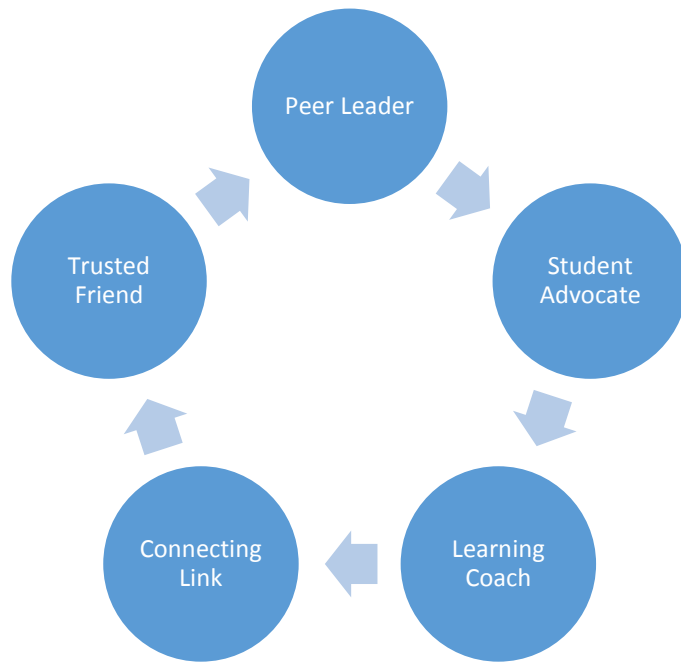


FIGURE 1: The five roles of the peer mentor

The Trusted Friend

Being a trusted friend is the first and most important role that you will fill as a peer mentor. Your ability to make friends begin with the impressions you give of yourself. You'll need to make people whom you have never met before feel comfortable in your presence. Here is a checklist with helpful details to keep in mind as you attempt to create friendships with the students you mentor.

1. **Make a great first impression** – First impressions are made in 7 seconds and it is very difficult to change negative first-impressions.
2. **Acknowledge that you care** – Listen carefully, nod and ask questions.
3. **Charisma** – Make a personal connection by being a positive influence.
4. **Courtesy** – Just say “please”, “thank you” and “excuse me”
5. **Gratitude** – Show your gratitude, send a note
6. **Image** – Is the way you carry yourself physically, emotionally, and intellectually.
7. **Reputation** –What message does your behavior send?
8. **Presence** – Be dependable and be consistent in what you say and do

Once you are a trusted friend, it will be much easier to carry out the other roles of a peer mentor; connecting link, learning coach, student advocate, and peer leader.

FIGURE 2: Strategies for being a trusted friend



Connecting Link

A student's attitude is the determining factor for success in college. Since the feeling of belonging feeds a positive attitude, connecting students to the campus is critical to their success. Your role as a connecting link is vital in helping students find ways to get involved with their education. You will be helping students find their individual niches that will help them feel part of Grossmont College.

Strategies for being a connecting link:

- Help students identify activities that are meaningful to them
- Know what opportunities are available
- Participate in campus activities

Refer to the list of student clubs and academic resources in Section 5 to see what will benefit and interest your mentee.

Learning Coach

As a learning coach you will be helping your mentees identify their learning styles so that they can work to their full potential. Once your mentee understands their learning style, they can approach learning in a way that maximizes their chances of succeeding. One of the most effective ways to coach your students is by modeling good study and learning habits.

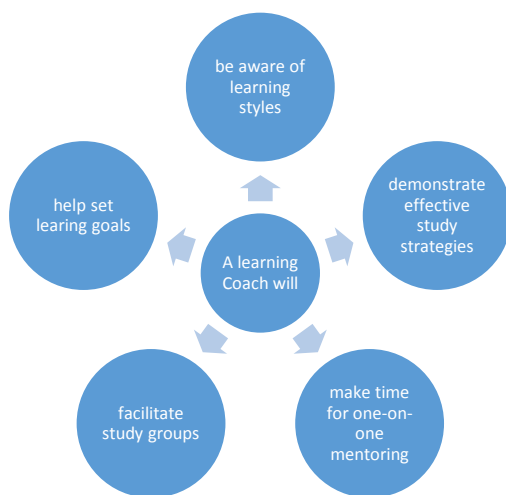


FIGURE 3: Strategies for becoming a learning coach.

In Section 5 of this manual, you will find more information about student learning styles along with other resources that will your mentee have a successful semester.

Student Advocate

As an advocate, you must be able to see and hear when your mentee needs support and refer them to people or services who can do more for them than they can do for themselves. First-year students simply need a temporary advocate, someone who can step in with crucial information at a time of need.

You need to be aware of warning signs that students may be in trouble. A negative change in appearance can mean that they don't have a place to live. Below are warning signs that are clues to larger problems:

- Change in attitude about school
- Sleeping in class
- Not attending class
- Ambivalence about their performance
- Negative comments about themselves
- Negative comments about others
- Being quickly angered or bothered

Remember that you as a peer mentor are only a resource that can lead them to the help they need. Do not allow the mentee to abuse their relationship with you by pressuring you into solving their problems. A clingy student who wants you to enable them in their unhealthy behavior should be reported to your peer mentor coordinator immediately.

Strategies for being a student advocate:

- Know people and services on campus
- Know rights and responsibilities
- Practice ethical behavior

Peer Leader

As a peer mentor you are now a leader within a community of students all striving for success. As you work with them, you will inspire them to follow the example you set.

Be authentic – It is okay for students to see your strengths and weaknesses. Knowing your struggles will allow students to see you as one of them, making you more relatable.

Have initiative – You can't just sit around waiting for students to come to you with questions. You must take the initiative to find out how your mentees are doing. Follow up to unanswered e-mails by another e-mail or a phone call. When students come to the mentor for help, it is often too late. It is the peer mentor's responsibility to seek out communication with their mentee on a regular basis.

Help set goals – As an experienced student, you will be able to help students identify and set their own educational or personal goals.

Make a plan – Work with your mentee to develop a plan for meeting semester goals.

Delegate – It is important to delegate responsibilities to students. Give your mentee a responsibility, which provides them the opportunity to strengthen their own skills.

Support – Provide direction and resist the urge to take over for the mentee, even though you think you can do it better or faster. Experience is often the best teacher.

Attitude – Attitude is contagious. As a peer mentor you'll need to be optimistic and model good behaviors.

Example – Show students how to become successful by example. Practice what you preach.

Questions & Answers about Your Role as Peer Mentor

What are the primary ways peer mentors can support new students transition into college life?

- Become the first point of contact for new students at Grossmont College
- Offer personal and academic guidance
- Refer mentees to services on campus when appropriate
- Let your mentees know that you are there for them through weekly email communication
- Meet with mentees individually to help plan a successful semester
- Meet with your group of mentees to develop a circle of peer accountability and support
- Meet up for a campus activity so that mentees can learn more about what Grossmont College has to offer
- Model the behavior and habits of a successful student

Other important peer mentor responsibilities

- Attending peer mentor training and meetings
- Journaling on peer mentoring efforts
- Keeping track of mentee attendance to meetings
- Communicating with Peer Mentor Coordinator
- Logging mentoring hours
- Submitting documentation of peer mentoring efforts (see section 7)

What is the peer mentor’s relationship with the mentee?

The peer mentor will	The peer mentor will <u>NOT</u>
<ul style="list-style-type: none"> ● Act as a friend rather than an authority figure 	<ul style="list-style-type: none"> ● Criticize or judge
<ul style="list-style-type: none"> ● Listen without judging 	<ul style="list-style-type: none"> ● Be condescending
<ul style="list-style-type: none"> ● Provide friendship, support and motivation 	<ul style="list-style-type: none"> ● Have a romantic or sexual relationship with a mentee
<ul style="list-style-type: none"> ● Act as a role model and advisory figure 	<ul style="list-style-type: none"> ● Engage in illegal or unhealthy behaviors with a mentee
	<ul style="list-style-type: none"> ● Reveal information about the mentee to others
	<ul style="list-style-type: none"> ● Become a lending institution
	<ul style="list-style-type: none"> ● Become a surrogate parent, professional counselor or therapist

What are the benefits of being a peer mentor?

- Empower others to succeed
- Experience the satisfaction that comes from helping others
- Connect and contribute to your campus community
- Gain a better understanding of how the college works
- Improve social awareness as well as leadership and advocacy skills
- Gain training and experience beneficial to a resume, scholarship application or university application.
- Increase self-confidence
- Make new friends

Many of the benefits listed above are “transferable skills”. These skills will be useful to you in any job, no matter your major or chosen career.

How does a mentee benefit from peer mentoring?

- Get help making the transition to college
- Receive guidance in personal and academic decision making
- Individual recognition and encouragement
- Develop skills for dealing with instructors, college staff and fellow students
- Get a realistic perspective of the college experience
- Get advice on how to balance life with school work and set priorities
- Make new friends and connections with the college

How is mentoring different from tutoring?

A tutor may develop a relationship with a student but their role is to teach or clarify content specific to a course. A tutoring relationship is limited to a specific time and place. A peer mentor on the other hand, attempts to establish a more personal relationship that gives them insight into the student’s wants and needs.

Tutors	Peer Mentors
Focuses on an assignment	Focuses on building a relationship
Teaches a specific subject	Teaches critical thinking and study skills
Demonstrates skills	Demonstrates effective behavior
Must be knowledgeable	Must be trustworthy
Provides information	Provides support
Is seen as an expert	Is seen as a peer
Affects performance in a course	Affects overall success

What is my time commitment as a peer mentor?

Formal Interaction with your mentee will occur in three ways:

- 1) Weekly e-mail contact – with a follow up by text or phone
- 2) Individualized in-person meetings
- 3) Group meetings and attendance to on-campus engagement events

As a peer mentor you can also meet with your mentees informally. Organize study groups, get together for lunch, meet up at a coffee place or simply hang out at your favorite spot on campus. It takes time to develop a positive relationship with your mentee, take advantage of a relaxed environment to get to know each other.

Peer mentors are required to attend training before the semester begins and then again toward the end of the semester. Your peer mentor commitment for the semester is estimated to be about 80 hours (based on being assigned 5 mentees). In order to get paid, peer mentors must document their peer mentoring efforts using the forms from Section 7 of this handbook.

Important reminders

- The primary focus for each meeting is to build the student's self-confidence.
- Make clear to the student that your role never involves doing their work.
- Recognize that the students deserve and will receive your undivided attention.
- Constantly encourage the student, but never provide false hopes.
- Encourage mutual openness and honesty in the mentor/mentee relationship.
- Do not impose your personal value system or lifestyle on the student.
- Recognize that a positive attitude toward the educational environment is crucial to academic success and do not reinforce negative attitudes.
- Never make your student feel inferior through the use of jargon or language too advanced for their understanding.
- Adhere to professional standards, be punctual and be at all appointments.
- Recognize and accept responsibility for the confidential nature of the mentor/mentee relationship. Do not discuss the student with anyone other than your Peer Mentor Coordinator.

"Code of Ethics." *The National Tutoring Association*. The National Tutoring Association, n.d. Web. 01 Aug. 2011.

Ethical Principals of Mentoring

A mentor should be guided by the highest standards of ethical behavior. The following principles adapted from the American College Personnel Association (ACPA) should guide the behavior of all who participate in a mentor program.

Act to Benefit Others

Always strive to (a) promote healthy social, academic, moral, cognitive, career and personal development of students; (b) develop a positive perspective towards the educational environment; (c) contribute to the effective functioning of the institution; and (d) provide programs and services consistent with the following principles.

Promote Justice

Be committed to the fundamental fairness towards all individuals in the academic community. The principles of impartiality, equity, and reciprocity are paramount. Always promote equal opportunity and abhor discrimination based on age, culture, ethnicity gender, disabling conditions, race, religion, or sexual/affectonal orientation.

Be Faithful

Always be truthful, forthright, and trustworthy in their relationship with the mentee and keep appointments.

Do No Harm

Do not engage in any activities that will cause physical or psychological harm. Abstain from sexual harassment, sexual intimacies, or any other behaviors that would affect your mentor/mentee relationships. Report to the appropriate authority any condition that is likely to harm your mentees and/or others.

10 Ways to Build and Preserve Better Boundaries

By Margarita Tartakovsky, M.S.

Boundaries are essential to healthy relationships and a healthy life. Setting and keeping boundaries is an important skill. Unfortunately, it's a skill that many of us don't learn, according to psychologist and Coach Dana Gionta, Ph.D. We might pick up pointers here and there from experience or through watching others. But for many of us, boundary-building is a relatively new concept and a challenging one.

Having healthy boundaries means "knowing and understanding what your limits are," Dr. Gionta said.

Below, she offers insight into building better boundaries and maintaining them.

1. Name your limits.

You can't set good boundaries if you're unsure of where you stand. So identify your physical, emotional, mental and spiritual limits, Gionta said. Consider what you can tolerate and accept and what makes you feel uncomfortable or stressed. "Those feelings help us identify what our limits are."

2. Tune into your feelings.

Gionta has observed two key feelings in others that are red flags or cues that we're letting go of our boundaries: discomfort and resentment. She suggested thinking of these feelings on a continuum from one to 10. Six to 10 is in the higher zone, she said.

If you're at the higher end of this continuum, during an interaction or in a situation, Gionta suggested asking yourself, what is causing that? What is it about this interaction, or the person's expectation that is bothering me?

Resentment usually "comes from being taken advantage of or not appreciated." It's often a sign that we're pushing ourselves either beyond our own limits because we feel guilty (and want to be a good daughter or wife, for instance), or someone else is imposing their expectations, views or values on us, she said.

"When someone acts in a way that makes you feel uncomfortable, that's a cue to us they may be violating or crossing a boundary," Gionta said.

3. Be direct.

With some people, maintaining healthy boundaries doesn't require a direct and clear-cut dialogue. Usually, this is the case if people are similar in their communication styles, views, personalities and general approach to life, Gionta said. They'll "approach each other similarly."

With others, such as those who have a different personality or cultural background, you'll need to be more direct about your boundaries. Consider the following example: "one person feels [that] challenging someone's opinions is a healthy way of communicating," but to another person this feels disrespectful and tense.

There are other times you might need to be direct. For instance, in a romantic relationship, time can become a boundary issue, Gionta said. Partners might need to talk about how much time they need to maintain their sense of self and how much time to spend together.

4. Give yourself permission.

Fear, guilt and self-doubt are big potential pitfalls, Gionta said. We might fear the other person's response if we set and enforce our boundaries. We might feel guilty by speaking up or saying no to a family member. Many believe that they should be able to cope with a situation or say yes because they're a good daughter or son, even though they "feel drained or taken advantage of." We might wonder if we even deserve to have boundaries in the first place.

Boundaries aren't just a sign of a healthy relationship; they're a sign of self-respect. So give yourself the permission to set boundaries and work to preserve them.

5. Practice self-awareness.

Again, boundaries are all about honing in on your feelings and honoring them. If you notice yourself slipping and not sustaining your boundaries, Gionta suggested asking yourself: What's changed? Consider "What I am doing or [what is] the other person doing?" or "What is the situation eliciting that's making me resentful or stressed?" Then, mull over your options: "What am I going to do about the situation? What do I have control over?"

6. Consider your past and present.

How you were raised along with your role in your family can become additional obstacles in setting and preserving boundaries. If you held the role of caretaker, you learned to focus on others, letting yourself be drained emotionally or physically, Gionta said. Ignoring your own needs might have become the norm for you.

Also, think about the people you surround yourself with, she said. “Are the relationships reciprocal?” Is there a healthy give and take? Beyond relationships, your environment might be unhealthy, too. For instance, if your workday is eight hours a day, but your co-workers stay at least 10 to 11, “there’s an implicit expectation to go above and beyond” at work, Gionta said. It can be challenging being the only one or one of a few trying to maintain healthy boundaries, she said. Again, this is where tuning into your feelings and needs and honoring them becomes critical.

7. Make self-care a priority.

Gionta helps her clients make self-care a priority, which also involves giving yourself permission to put yourself first. When we do this, “our need and motivation to set boundaries become stronger,” she said. Self-care also means recognizing the importance of your feelings and honoring them. These feelings serve as “important cues about our wellbeing and about what makes us happy and unhappy.”

Putting yourself first also gives you the “energy, peace of mind and positive outlook to be more present with others and be there for them.” And “When we’re in a better place, we can be a better wife, mother, husband, co-worker or friend.”

8. Seek support.

If you’re having a hard time with boundaries, “seek some support, whether [that’s a] support group, church, counseling, coaching or good friends.” With friends or family, you can even make “it a priority with each other to practice setting boundaries together [and] hold each other accountable.”

Consider seeking support through resources, too

[Where to Draw the Line: How to Set Healthy Boundaries Every Day](#), Anne Katherine

[The Art of Mentoring: Lead, Follow and Get Out of the Way](#), Shirley Peddy

9. Be assertive.

Of course, we know that it's not enough to create boundaries; we actually have to follow through. Even though we know intellectually that people aren't mind readers, we still expect others to know what hurts us, Gionta said. Since they don't, it's important to assertively communicate with the other person when they've crossed a boundary.

In a respectful way, let the other person know what in particular is bothersome to you and that you can work together to address it, Gionta said.

10. Start small.

Like any new skill, assertively communicating your boundaries takes practice. Gionta suggested starting with a small boundary that isn't threatening to you, and then incrementally increasing to more challenging boundaries. "Build upon your success, and [at first] try not to take on something that feels overwhelming."

"Setting boundaries takes courage, practice and support," Gionta said. And remember that it's a skill you can master.

Ethical Limitations and Boundaries

Various critical factors come into play when you offer to help a person deal with a problem. Ethics are a set of moral principles or values.

- The person with the problem is *vulnerable*. Suggestions, advice, even kindness and caring take on a heightened meaning.
- As the one to whom the person has turned for help, you have a lot of *power* to influence this person. Power results from information entrusted to you, as well as the revelation of weakness and emotions normally kept private. You have a responsibility to be careful and ethical with this power.
- Your *motives* must be caring. You must be focused on the person's welfare and safety. Using another person to feel needed or to get recognition for yourself is unethical.
- The *methods* you use to help must fit with your training and ability level. Trying to help someone with an issue that is too much for you to handle can present potential danger or emotional harm to the person.
- A peer helper does not have the credentials of a professional counselor. Situations beyond your range of experience or training must be referred to those with appropriate expertise. Your critical task may be to serve as a *bridge* between the person seeking or needing help and the proper professional resource. If someone keeps returning to you as a peer helper to talk about the same problem, it is most likely time to refer the person to a professional counselor.
- As a peer helper, you cannot guarantee that *everything* will be aided in confidence. You may need to state something like, "If you're about to hurt yourself or someone else, I'll need to tell an adult to get you the proper help."

Varenhorst, Barbara, PhD. *Training Peer Helpers: Coaching Youth to Communicate, Solve Problems, and Make Decisions*. Minneapolis, MN: Search Institute, 2010. Print.

Signs of Unhealthy & Healthy Boundaries

Unhealthy Boundaries	Healthy Boundaries
Trusting no one - trusting anyone - black and white thinking.	Appropriate trust
Tell all	Revealing yourself a little at a time, and then checking to see how the other person responds to you sharing
Talking at intimate level on first meeting	Moving step by step into intimacy
Falling in love with new acquaintance	Putting a new acquaintanceship on hold until you check for compatibility
Falling in love with anyone who reaches out	Deciding whether a potential relationship will be good for you
Being overwhelmed by a person-preoccupied	Staying focused on your own growth and recovery
Going against personal values or rights to please others	Weighing the consequences before acting on impulses
	Maintaining personal values despite what others want
Not noticing when someone else displays inappropriate boundaries	Noticing when others display inappropriate boundaries
Not noticing when someone invades your boundaries	Noticing when someone invades your boundaries
Accepting food, gifts, touch, sex, that you don't want	Saying "NO" to food, gifts, touch, sex you don't want
Touching a person without asking	Asking a person before touching them
Taking as much as you can get for the sake of getting.	Respect for others- not taking advantage of someone's generosity
Giving as much as you can give for the sake of giving	Self-respect- not giving too much in hope that someone will like you
Allowing someone to take as much as they can from you	Not allowing someone to take advantage of your generosity
Letting others direct your life	Trusting your own decisions
Letting others describe your reality.	Defining your truth, as you see it
Letting others define you	Knowing who you are and what you want
Believing others can anticipate your needs	Recognizing that friends and partners are not mind readers
Expecting others to fulfill your needs automatically	Clearly communicating your wants and needs (and recognizing that you may be turned down, but you can ask.)
Falling apart so someone will take care of you	Becoming your own loving parent
Self-abuse	Talking to yourself with gentleness, humor, love, and respect
Sexual and physical abuse	
Food abuse	

Interaction with your Mentee

Formal Interaction with your mentee will occur in three ways:

- 1) Weekly e-mail contact – with a follow up by text or phone
- 2) Individualized in-person meetings
- 3) Group meetings and attendance to on-campus engagement events

As a peer mentor you can also meet with your mentees informally. Organize study groups, get together for lunch, meet up at a coffee place or simply hang out at your favorite spot on campus. It takes time to develop a positive relationship with your mentee, take advantage of a relaxed environment to get to know each other.

Peer mentors are required to attend training before the semester begins and then again toward the end of the semester. Your peer mentor commitment for the semester is estimated to be about 80 hours (based on being assigned 5 mentees). In order to get paid, peer mentors must document their peer mentoring efforts using the forms from Section 7 of this handbook.



To be collected and turned in before your time sheet can be approved

- 1) Journal entries
- 2) Challenge Questionnaire (one time)
- 3) Goal Setting Form (one time)
- 4) E-mail communication (save it)
- 5) Attendance Sheet for group meetings (as needed)
- 6) Log Sheet (every pay period)

All forms are available in Section 7 of this handbook and in electronic form by contacting your Peer Mentor Coordinator.

Communication

The Introduction E-mail

- Welcome your mentee to Grossmont College
- Explain your role as a mentor
- Write a short bio about yourself. Include your major, how long you have been a student and your involvement on campus.
- Express your enthusiasm of meeting your mentee and introducing them to college life.

You may use the following template:

Dear _____,

I am thrilled that you are starting your college career at Grossmont College. This is such a great place to be! As your peer mentor, I will be sharing everything I know about being a student here.

First let me share a little bit about myself:

I have been a student at Grossmont College for _____ year(s). I decided to major in _____ because _____ . I'm involved in the following clubs on campus _____ because _____ . Other things I enjoy doing are _____. In my opinion, the best thing about Grossmont College is _____. I'm planning on transferring to _____ and some of my future goals include _____.

My role as your peer mentor:

I will be helping you get adjusted to college life by sharing my own experiences and knowledge. We will be working on skills that will help you be successful at Grossmont College. You will also have the opportunity to make new friends and become acquainted with what the college has to offer.

I will be checking in with you, each week during the semester, to see how you are doing. I will also be scheduling times to meet in person. At our first meeting, you will have the opportunity to meet other first-year students. By making new friends, you will begin to form a group of trusted individuals who can support you throughout your college career.

Please be sure to respond to this e-mail, as your initial check-in this semester. I can be reached at the following email address: _____ (or phone number if you prefer)

My goal is to make sure that you have a positive experience at Grossmont College I look forward to meeting you in person!

Sincerely,

_____ (your name)

Weekly Communication

You will be checking in with your mentee on a weekly basis. Your Peer Mentor Coordinator will send you a reminder every week that will include a sample message. Edit and personalize this message then forward on to your mentees.

During your weekly communication, ask open-ended questions that provide space for the deeper concerns to come through. It is important that your mentees develop the habit of checking-in with you even when there is nothing special going on. This will make it easier for your mentees to contact you about a concern before it becomes a problem.

In your weekly email, you can also let your mentees know where they can find you during the week. This is another way to check in with your mentee. Maybe you have lunch on Wednesdays at 12:30 pm in the student center, you like to study in the library on Tuesday mornings or spend time outside the tech mall drinking coffee on Thursdays before your class. These are just a few examples, which give mentees an informal way of checking in.

E-mail Etiquette

- Blank copy (BCC) all your mentees on the introduction e-mail sent at the beginning of the semester to keep all e-mails private.
- Ask your mentees if you can share their e-mail with the group, if you do not get consent then you'll have to continue using BCC.

Managing Your Time

- After sending your weekly e-mail communication, and following up with a phone call, text or in person ***plan to spend 1 hour per week per mentee.***
- Learn to set boundaries, if your mentee needs more support than you can offer then refer him/her to the appropriate service on campus.

Saving All E-mail Communication

As proof that you are communicating with your mentee(s), save and keep records of all your e-mail communication with your mentees. An e-mail communication summary may be requested as proof of your mentoring efforts.

Texting

- Giving your phone number to your mentees is your personal choice. By doing so, be prepared to get messages or calls at all hours.
- If you prefer communicating by group text, make sure to get everyone's permission.
- Remember that it is harder to set boundaries when you give mentees direct access to you. Let them know that you turn off your phone after 9:00 pm or that you don't answer texts during work or class time. This way they are not expecting an immediate response.
- I suggest using the Remind App to communicate with your mentees. This is a free text messaging app that helps you communicate quickly and efficiently with your mentees. This is one way to keep your phone number private and still be able to send individual and group texts. Each mentee phone number also stays private to other mentees in group texts.



Remind: Fast, Efficient School Messaging

By remind101

Communication Guidelines:

Initial Contact – prior to the start of the semester:

- Introductions
- Schedule first meeting

First meeting - Before the end of the second week of the semester:

- Work on “Challenges Questionnaire & Goal Setting” forms to start the conversation of Mentee’s needs and concerns
- Get to know your Mentor/Mentee, discuss what the Peer Mentor/ Mentee relationship will look like, set boundaries
- Use an academic planner to model time management and create a layout for the semester
- Create an ongoing meeting schedule (based on mutual availability)
- Collect a copy of course syllabi from Mentee (for all courses)
- Sign an agreement to meet as needed and to adhere to program guidelines

Once you have your mentee’s academic information (class schedule & syllabi) you’ll know when they will have a major project, paper, and exam. Write it down on your agenda and make sure to check in the week before to see how they are preparing. Give them suggestions and make sure they are using the resources on campus to be successful. Follow up afterwards to see how it went, help them make a plan for how they can improve their grade. Do they know where their professor’s office is? Have they attended office hours? Where do they sit in class? Do they know anyone in class? As a peer mentor, you know what steps are needed to be a successful student, share these strategies with your mentee.

Continued meetings:

- Contact will be maintained
 - weekly through email followed by a text or a phone call
 - monthly with at least one in-person meeting (individual or with group).
- Notify the other party at least 24 hours in advance of any schedule changes affecting meetings.
- Mentees with two missed meetings (without notification as stated above) will result in the cancellation of all future in person meetings.
- The mentoring partnership is effective through the contract period (one semester), yet it is encouraged that the partnership be maintained at least for one year.

Time Commitment

Peer mentor training will occur two to three weeks before regular classes begin. Plan on being available for meetings during this time. The end of the semester debrief meeting will occur on the 14th or 15th week of the semester. There will also be additional training during the semester as needed. It is your responsibility to check your e-mail every week so that you don't miss important information about meetings and training.

Peer mentoring efforts:

Your peer mentoring efforts will consist of e-mail contact, followed by texts, phone calls or in-person communication. In addition, you will have specialized meetings with each mentee and plan group events to introduce mentees to the campus and other students.

Mentoring efforts must be documented using the forms in section 7 of this handbook. Time sheets are approved once your documents have been received. Without documentation, your time sheet will not be approved and you will not get paid.

Total time commitment:

Approximately 1 hour a week per mentee

A load of 5 mentees will result in an 80 hour semester commitment.



Journaling

There may be information the mentee shares with you by e-mail or in person. Write it down, so that you can follow up at your next e-mail communication or in person meeting. This will help you be a better mentor because you can follow up on concerns and keep track of your mentee's progress.

Journal pages are provided at the end of this handbook so that you can document your progress and experiences of your mentor/mentee relationships. The journal should be used to comment on mentor/mentee activities, feelings and perceptions about conversations with your mentee, problem resolution and successes. Journal entries should be made after each contact with your mentee. By writing about your experiences, you will gain a better understanding of yourself and your mentee and how your actions and behaviors affect outcomes. This journal will also be used to communicate with your peer mentor coordinator who will use this information to provide recommendations and support to your mentor/mentee relationship. The input and insights you provide in this journal will guide future developments in mentoring future students.

A copy of at least 4 journal entries will be turned in with your time sheet each month.

You will use the following template for each journal entry and journal pages can be found in section 7 of this handbook. Before you begin to journal, get your mentee's signature at the top of the page.

Mentor's Name: _____
Mentee's Name: _____
Mentee's Signature: _____ (For in person meetings)
Contact Date: _____
Method of Contact: E-mail / individual meeting / group meeting
Mentee's Name: _____
 Description of Contact (what did you talk about?)
 Referrals/Recommendations:
 Things to do/research for mentee:

Contact Log Sheet

The following log sheet is an example of how to track contact with your mentee. If a mentee misses an appointment, follow up with an e-mail, text or phone call to make sure he/she is okay. Follow every meeting by journaling to document your peer mentoring activities. This log sheet will be collected every pay period. You will also go online to fill out a similar log <http://bit.ly/log4mentor> (You must complete BOTH the paper log and the online log)

Date	Mentee/Activity	Total Time	Reason for Contact	Form of Contact	Notes
Feb 7 2018	Print Name: Juan Dorantes Signature: <i>Juan Dorantes</i>	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input checked="" type="checkbox"/> 45 min <input type="checkbox"/> 60 min <input type="checkbox"/> _____	<input checked="" type="checkbox"/> Study Tips <input checked="" type="checkbox"/> Personal <input type="checkbox"/> Referral <input type="checkbox"/> Meeting/Workshop <input type="checkbox"/> Other _____	<input type="checkbox"/> Text <input type="checkbox"/> Email <input checked="" type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Other _____	Worked on time management, the demands of college life and how utilize resources on campus to do well this semester. Juan is having trouble at home with his parents.
Feb 9 2018	Print Name: Danny Palma Signature: <i>Danny Palma</i>	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 60 min <input checked="" type="checkbox"/> 2 hrs	<input type="checkbox"/> Study Tips <input type="checkbox"/> Personal <input type="checkbox"/> Referral <input type="checkbox"/> Meeting/Workshop <input checked="" type="checkbox"/> Other _____	<input type="checkbox"/> Text <input type="checkbox"/> Email <input checked="" type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Other _____	Mandatory Mentor Meeting
Feb 9 2018	Print Name: Juan Dorantes Signature:	<input checked="" type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 60 min <input type="checkbox"/> _____	<input type="checkbox"/> Study Tips <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Referral <input type="checkbox"/> Meeting/Workshop <input type="checkbox"/> Other _____	<input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> In-Person <input checked="" type="checkbox"/> Phone <input type="checkbox"/> Other _____	Followed up with Juan about his living situation. Let him know that we have counselors in student health who can help him out

NOTE: Your meeting time with mentees is capped at 1 hour per mentee per week. It must be documented and nothing above 1 hour per week will be approved without prior authorization from the Peer Mentor Coordinator. You should also meet with your mentees in a group setting, below is an example of how you can log this.

Feb 9 2018	Print Name: Group Meeting – see sign in sheet attached. Signature: Group Meeting – see sign in sheet attached.	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input checked="" type="checkbox"/> 60 min <input type="checkbox"/> _____	<input type="checkbox"/> Study Tips <input type="checkbox"/> Personal <input type="checkbox"/> Referral <input checked="" type="checkbox"/> Meeting/Workshop <input type="checkbox"/> Other _____	<input type="checkbox"/> Text <input type="checkbox"/> Email <input checked="" type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Other _____	I got together with my mentees to do a tour of the campus. We ended up in the Tech Mall and I helped them sign up for tutoring.
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Meeting with Your Mentee

At the beginning of the semester, you will be meeting with each mentee individually. At this meeting, you will listen to the concerns of your mentee and help them identify areas in which they'll need help in. Identifying challenges allows the mentee to realize what they'll have to work on in order to have a successful semester.

Once you understand your mentee's challenges, you'll be better equipped to offer suggestions on how to overcome these challenges. You are their resource to services on campus and guide for navigating their way around these issues.

Questionnaire for Identifying Challenges:

Mentor's Name: _____

Mentee's Name: _____

Students face a variety of responsibilities throughout their college years. They are required to balance work, family, leisure, and study time; comprehending all types of subject matter as well as adjusting to different styles of teaching for each of their instructors. Most students are aware of these expectations and begin a semester with every intention of making it a successful one. However, as the semester progresses, students begin to face a number of factors that often cause a decline in performance.

Some of the factors that contribute to poor student performance are listed below. This questionnaire will help you identify your challenges before they cause difficulties in course work. Acknowledging areas in which you'll need to work on, will help you plan ahead. Your answers below will also help you and your mentor determine steps/objectives that you'll need to take to have a successful semester.

Circle the response that applies to you:

1. My biggest problem is finances. True / False
2. Sometimes, my letters and numbers get reversed. True / False
3. When I study, it is hard to concentrate. True / False
4. Even though I'm prepared for tests, I experience a lot of test anxiety. True / False
5. When I read, there are a lot of words I don't understand. True / False
6. When I have difficulty in a class, I'm not sure who to turn to. True / False
7. I don't feel comfortable telling my teacher that I don't understand the material. True / False
8. I find it difficult to find study time. True / False
9. It is difficult for me to study at home, but I'm not sure where else to go. True / False
10. I feel that it is important to attend college, but I feel unmotivated. I'm not sure how college will ultimately benefit me. True / False
11. I am uncomfortable working in a group. True / False
12. Transportation is a problem. I have difficulty finding reliable means of getting to and from work, home, and school. True / False

Setting Semester Goals:

Be prepared to listen and to support your mentee in identifying steps (objectives) they can take towards achieving their semester goals at Grossmont College. These objectives should be specific, measurable, and feasible. You and your mentee will need to understand what is expected and agree on how you will know that an objective has been achieved.

Once you know the challenges your mentee faces, structure semester goals to address them. If your mentee indicates that he or she has difficulty with math, a goal for the semester may then be to successfully complete his or her math course. To help the mentee reach their goal, short-term objectives or steps might include:

- Visit my Math Professor's office to introduce myself
- Spend an hour becoming acquainted with the MSC (Math Study Center)
- Schedule time in the MSC twice a week to work on homework.
- Get to know a tutor in the MSC and develop a working relationship
- Attend a math workshop

If the mentee reports that it is hard for them to make new friends then an objective may be to

- Become familiar with campus clubs and activities to increase campus involvement and meet new people.

Other objectives may include

- Spend at least two hours per week using the writing lab to improve English skills.
- Tour the Learning Resource Center to become familiar with library resources and tutoring resources
- Attend a study skills and time management workshop.

Once you and your mentee have identified short-term objectives, complete a Goal Setting Form. Provide your mentee with as much information as possible to help them take the first steps towards completing their objectives.

A copy of your Goal Setting Form will be turned in with your time sheet at the beginning of the semester.

Goal Setting Form

Mentee: _____

Mentor: _____

The following are short-term objectives that can be used to accomplish your semester goals. This method can also be utilized to develop objectives towards other long term goals in life as well.

The following semester goals were developed:

The following are the short-term objectives which will be used to arrive at the long term goal.

Five Short-Term Objectives

Progress/Date Completed

- 1)
- 2)
- 3)
- 4)
- 5)

Mentee's Signature: _____ Date: _____

Mentor's Signature: _____ Date: _____

After your meeting, you will continue to follow up with your mentee weekly to see how their short-term objectives are coming along. Be proactive in addressing issues with your mentees before they become problems.

You will have another meeting with each mentee toward the middle of the semester. Find out how they are doing in their classes. Do they know their grade? Do they know if they will pass their class? Refer to Section 3 and 4 of this handbook to read more about mentoring strategies you can use for a productive mentoring session.

Mentee Academic Schedule & Time Management Profile

Help your mentee plan a realistic schedule that accounts for work and family responsibilities (including leisure time) incorporate this with class and study time. **Keep a copy of each mentee's schedule for your records.**

TENTATIVE STUDENT COURSE WORKSHEET						
	Course Name	Days	Time	Units	Room No.	Instructor
Alternates						
TENTATIVE STUDENT WEEKLY SCHEDULE						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:30AM						
7:00						
8:00						
8:30						
9:00						
9:30						
10:00						
10:30						
11:00						
11:30						
12:00 noon						
12:30pm						
1:00						
1:30						
2:00						
2:30						
3:00						
3:30						
4:00						
4:30						
5:00						
5:30						
6:00						
6:30						
7:00						
7:30						
8:00						
8:30						
9:00						

Attendance Sheet for Group Meetings

Mentor's Name: _____ Contact _____

Date: _____

Activity Attended: _____

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Comments:

Observations:

The Importance of Listening

by Robert M. Sherfield, Ph.D.

Listening is, by far, one of the most important aspects of communication. So often, you pay attention to your speech, your words, your dialect, but neglect your ability to listen.

Your self-esteem can be greatly enhanced by learning how to be a more effective listener. Effective listening helps create more positive and productive professional and personal relationships. Effective listening allows you to be in control of the information that is disseminated.

When you are an active listener, you are able to more accurately pinpoint potential problems on the horizon and possibly stop them before they fester. Active listening helps you obtain more information, thus helping you make more effective decisions.

Lastly, active listening demands that you become a part of the communication process. If you are listening, truly listening, you are involved in the process of two-way communication.

You listen at a much faster pace than people talk. You speak at a rate of 90 to 200 words per minute, but you listen at a rate of 400 to 600 words per minute and think at a rate of 500 to 1,000 words per minute. The difference in the speed of speech, listening, and thought can be an obstacle to the listening process simply because your mind can begin to wander.

The Benefits of Listening

The benefits of being an active listener are incalculable. They range from increased knowledge to being able to have more compassion. Listening (and yes, deaf people can listen, too) is a hallmark of successful people. It is a skill practiced by so few that to be able to do it well sets you apart from the pack.

Some of the benefits of listening include:

- You are better able to help others.
- You have more power and influence in the world.
- You are able to understand things on a deeper level.
- You are able to understand more about different cultures.
- You have the resources to make more informed, rational decisions.
- You have the tools to avoid conflicts and reduce problems.
- You are able to participate in life more because you know more.
- You can become a more effective leader.
- You will become more popular because people admire good listeners.
- Your self-esteem is greatly enhanced.
- Listening with an Open Mind

Open-minded! What a word. So many people profess to be open-minded, when in actuality, they are only open to things that they already know and like. Things from cultural barriers to

ignorance cause people to not listen to ideas, concepts, desires, and frustrations of others.

Open-minded listening is a tall order. It requires that you shed your fears, your inhibitions, your prejudices, your own knowledge, and your judgments. It is not an easy thing to do, but it is a necessary and important thing to do.

If you are an American Caucasian female, you will never know what it is like to be an African-American male in this country. There is no way that you could possibly understand what it is like. You can imagine, you can read, and you can pretend, but you will never know.

The only way that you will ever come close to knowing what it is like to be African-American, Hispanic, Asian, gay, poor, disabled, or anything that you are not is to listen to the people who are. This is your only hope for ever having the tiniest clue as to what happens in the daily lives of people who are different from you. The only way to ever begin to understand what you are not is to listen, really listen to those who are.

The Chinese Verb “to Listen” — *Anonymous*

“We were all given one mouth and two ears. The wisest people use them in that proportion.”

The Chinese verb “to listen” is perhaps the simplest, yet most comprehensive, example of open-minded, active, complete listening known. The Chinese character that means “to listen” is made up of the characters that mean “eyes,” “ear,” “undivided attention,” and “heart.” The Chinese view listening as a whole-body experience that involves all of these things.

The Ears

Listening with your ears means that you understand and employ the parts of the listening process including focusing, understanding, and reacting. It means that you have moved past the hearing stage and made a voluntary decision to listen.

The Eyes

Listening with your eyes means that you look at the person who is talking. It means that you observe his or her facial expressions, mannerisms, and nonverbal communication. It means that with your eyes you begin to see what that person is saying, even if he or she is not speaking.

Undivided Attention

This is perhaps the most difficult of actions. Your undivided attention means that you have eliminated all distractions and all barriers that may cloud your ability to listen. It means that you have moved beyond the prejudices and biases that you hold about a person, an issue, or a topic. It means that the person speaking to you is the only thing on your mind.

The Heart

It has been said that empathy is your pain in my heart. This is what listening with your heart entails, sympathy and empathy. It means that you are able to put yourself in other people's shoes, inside their head, inside their life, and listen to them from their point of view.

Learning to Become an Active Listener

by Robert M. Sherfield, Ph.D.

First, you must work to overcome the biggest barrier to listening — the urge to talk too much. It is a physical impossibility to listen and talk at the same time. Active listening requires that you learn the art of silence.

When practicing this skill, you can begin by forcing yourself to be silent in places where you might normally be a very talkative person, such as parties, gatherings of friends, lunch with colleagues, or on a date. You might also work on this skill by learning the art of asking questions and waiting for answers. Let the other person talk as long as he or she wishes. Your job is to listen.

Another major obstacle to listening is prejudging the situation even before the other person or persons begin to speak. Prejudging means that you have already made up your mind about the outcome before you give the person or the information a chance.

It may be that you do not like the information or idea being presented and you judge this unfairly, or it may be that you do not like the person communicating the message and you automatically judge the information based on who is giving it. Remember, active listening requires that you listen to the message and not judge the messenger until all of the cards are on the table.

When working on your skills to become a more active listener, consider the following tips:

- Work hard to give your complete attention to the person communicating.
- Avoid jumping to conclusions.
- Listen for how something is said.
- Listen for what is not said.
- Do not overreact; give the communicator a chance.
- Look for nonverbal signs in the message.
- Leave your emotions and prejudices behind.
- Give the communicator eye contact.
- Stop talking.

By practicing these simple techniques, you will be amazed at how quickly your listening skills begin to improve. You'll also begin to see a major difference in how you feel about yourself and your communication abilities.

Sherfield, R. M., Ph.D. (n.d.). *Listening versus Hearing*.

Guidelines for better Listening

Using the *Ladder Techniques* to become a Successful Listener

Look at the person

- Don't stare, look in the direction of the person's face.
- Don't look at the floor or ceiling
- Looking away communicates distrust, suspicion
- Looking at the person conveys sincere interest.
- If your eyes are elsewhere, your mind is elsewhere.

Tip: "Listen" to the speaker's body language

Ask questions

- Asking questions helps you gather information.
- Helps you understand the person's feelings, needs, and opinions

Tip: Our assumptions, judgments, and beliefs can distort what we hear. To understand what is being said, you may need to reflect and ask questions.

- Reflect by paraphrasing: "What I'm hearing is." and "Sounds like you are saying."
- Ask questions to clarify certain points. "What do you mean when you say." "Is this what you mean?"

Don't interrupt

- Speak only in turn.
- Hold your idea until the other person is finished

Tip: Interrupting frustrates the speaker. Allow the speaker to finish and don't interrupt with counter arguments.

Don't change the subject.

Emotions. Check your emotions.

- Don't overreact to the words or ideas of others.
- Hear others out. People are entitled to their opinions.

Tip: If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"

Responsiveness (show you are listening)

- Be responsive in your demeanor, posture, and facial expressions.

Tip: Nod occasionally, smile and use facial expressions, note your posture to make sure it is open and inviting.

Adapted from Montgomery, R. L., & Estrada, R. (1981). *Listening made easy: How to improve listening on the job, at home, and in the community*. New York, NY: AMACOM.

Boost Your Listening Power

1. Clear your mind

A mind that is over loaded with responsibilities, worries and problems to solve has no room for new input. You can't always resolve the difficulties of having too much to do and not enough time to do it, but you must put these things aside when it's time to listen to someone. If necessary, make a list of your most pressing priorities and schedule a time to do them--then, do them at that time. If you find you can't focus on what someone is telling you because of really pressing problems, ask that person to meet with you at a time when you can focus. Make an appointment and keep it.

2. Tune In and Show It

We've all had the experience of talking to someone who is not listening, and it can be discouraging and annoying. Let the speaker know you're tuned in by maintaining eye contact and leaning toward him or her. Acknowledge points with an "I see" or another supportive statement. As you listen, try to organize the speaker's words and purpose in your mind, and to notice the nonverbal communication that's going on. The speaker's stance and voice can tell you if he or she is angry, nervous or anxious.

3. Show Empathy

Put yourself in the other person's shoes--that's the most important listening skill. Communicating that you can see the other person's needs and point of view will not only reassure the speaker, but will help clarify what the speaker wants. If you notice a strong emotion mention it: "You sound worried, Jill," or "I can see that you're angry that he didn't apologize."

4. Did I Get It Right?

Listen to the speaker, before trying to solve the problem. (The chance to express the problem is all the speaker needs to come up with a solution.) Ask questions to help clarify any misunderstandings in the speaker's message. Then test your understanding by restating what you've heard and ask for confirmation: "So you are saying that...?" This accomplishes two things: It shows the speaker that you really were listening and it confirms that you understood them.

5. Respond

Once you have understood what the speaker wants, act on it. Good listening is not just an exercise; it must lead to some result. Even if you can't solve the problem that the speaker discusses, respond by saying why you can't, and suggest alternatives or invite the speaker to assist with a plan of action.

6. Everyone Benefits

When you listen actively, you give people the message that their needs and ideas count. When people feel this way they are more cooperative and productive. Although listening is the very first language skill developed by those who have the gift of hearing, it is often the least regarded. Seldom does anyone have a class or formal training in listening. Most people, educators included, take listening for granted and assume it is automatic. Nothing could be further from the truth.

Listening Versus Hearing

by Robert M. Sherfield, Ph.D.

There are weighty differences between listening and hearing. Hearing is an automatic response while listening is a voluntary action. Hearing has little to do with choice, while listening has everything to do with choice.

Think of it in this light: Just because you have hands, this does not make you a painter, sculptor, or carpenter. Just because you have feet, this does not make you a dancer or marathon runner. Thus, just because you have ears, this does not make you a listener.

Stop reading for a moment and listen to the sounds around you. What are they? Do you hear traffic? Do you hear the buzz of a florescent light? Do you hear children playing, neighbors talking, or music in the background? If you can answer this question, you were listening. Yes! It is that simple. If you stopped to focus on the sounds around you, it was a voluntary decision and your hearing went a step further and turned into listening.

Test Your Listening Abilities

The following assessment will help you understand if you are using your listening skills to your best advantage. Put a check by the statements that most closely match your listening traits.

- 1) I tune out when something is boring to me.
- 2) I listen to the whole story before making a decision or coming to a conclusion.
- 3) I often begin formulating a response in my head as the other person talks.
- 4) I really try to understand the other person's point when listening.
- 5) Sometimes, I start listening on a negative note.
- 6) I objectively evaluate all information, regardless of the source.
- 7) My mind wanders to unrelated material when the speaker is talking.
- 8) I can tune out distractions such as noise when I am listening.
- 9) I judge the information before I truly understand what the speaker means.
- 10) I leave my emotions outside when listening. I listen with an objective mind.
- 11) I often interrupt the speaker so that I can say what I want to say.

- 12) I force myself to never mentally argue with the speaker when he or she is speaking.
- 13) I answer questions that are asked of other people.
- 14) I usually accept information as true from people I like and respect.
- 15) I eliminate some information from the message to simplify what I am hearing.
- 16) I force myself to be silent during conversations so that I can focus on what is being said instead of what I am going to say.
- 17) I think up arguments to refute the speaker so that I can answer as soon as he or she finishes.
- 18) I use “echo” or “mirror” responses to feedback to the speaker specific words and phrases the speaker has used that I need clarified.
- 19) I am uncomfortable with and usually reject emotional sentiments of the speaker.
- 20) I paraphrase or summarize what I have heard before giving my point of view.
- 21) I am easily distracted by noise or by the speaker’s manner of delivery.
- 22) 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.

If you checked more odd numbers than even numbers, you have created some monumental barriers to effective listening. If you checked more even numbers than odd numbers, you have learned how to eliminate many barriers to the listening process.

The Listening Process

Listening does not just happen. There is a process that takes place in the brain that allows us to become more active listeners.

The process involves four parts:

• *Receiving* • *Focusing* • *Understanding* • *Reacting*

If you hear a car horn blowing behind you, you have received the sound. This does not mean that you were listening; it simply means that you were within the range of the sound.

If you turn down the radio to see if the horn is blown again (or if it was a horn at all), you have begun to focus on the sound. This is the beginning of the listening process. You have made a voluntary decision to begin doing more than hearing.

If the horn blows again and you recognize the sound as definitely being a horn, you have begun to understand the sound. Your brain relates this sound to sounds it has heard before and lets you know that the sound is indeed a horn, not a baby crying.

Research suggests that twenty-four hours after you hear something, you will only remember about 50 percent of the information. After forty-eight hours, you only remember about 25 percent.

Finally, you will have a reaction to everything you hear. The reaction may be to speed up or slow down or pull over if a horn is blowing. The reaction may be to change the baby's diaper if the baby is crying, or the reaction can be to do nothing. Doing nothing is still a reaction.

These four steps can take place in less than a second. Think of the last time that you heard someone scream loudly or if you heard something fall, crash, and break right behind you. What was your reaction? You probably screamed and jumped. This took place almost immediately. This is how quickly these four steps can happen.

Overcoming the Obstacles to Listening

As you begin your journey to active listening, you will encounter some barriers and obstacles along the way. Don't worry; this is normal and natural. Learning to listen actively and objectively will require some work on your part.

Some of the more common barriers can be overcome with practice, dedication, and a commitment from you to become a better listener.

Noise and distractions.

Learn to tune out common noises and distractions by focusing solely on the person communicating. Giving them your undivided attention can help you do this.

Emotions.

Leaving your emotions aside while listening will allow you to listen with a "clean slate." It is hard

to listen to someone when you are angry or frustrated or sad.

Prejudices.

Your prejudices can cause you to tune out information that may be helpful to you. Your prejudices may extend beyond the message, to the person speaking.

Information overload.

It is difficult to judge how much information may come from a certain situation. Ways to deal with information overload include listening for the main issues, taking notes while listening, and asking questions if the opportunity arises.

Language and dialect barriers.

When a person speaks a language other than your own, you may have trouble with certain sounds and dialects. One way to combat this is to listen intently to the person communicating and to look at his or her lips. Sometimes, watching a person's lips can help with translation.

Attention Deficit Disorder (A.D.D.)

If you have attention deficit disorder, this may be a hard barrier to overcome. You can get medical advice and/or prescription medication to assist you in focusing your attention.

Nonverbal communication.

It may be that a person's body language is so distracting that it is difficult to listen to them because of this nonverbal communication. Try to be patient and focus your attention on the message, not the messenger.

Impatience.

This is another difficult barrier to overcome, but it can be overcome with work and concentration. Don't let your immediate need for satisfaction cheat you out of information that may be needed later on. If you feel yourself becoming impatient, use positive self-talk to relax yourself and bring yourself back into focus.

Lack of interest.

There are few things worse than a person who is boring. However, just because the person may lack communication skills, this does not mean that their message is unimportant or trivial. Try to focus on the information that you need and try to ask yourself, how can I use this information to help others and myself?

Conquering these barriers will assist you in becoming a more dynamic, active listener in almost every situation, from work to love, from business to friendship.

Active listening will help you in more ways than you can imagine. It allows you to be more active in your own life, and in the lives of those you love. It allows you to be able to help others on a level that you never dreamed you could. It allows you to garner information and data that will be helpful to you for the rest of your life. Most importantly, however, listening can help you build stronger, more productive, more caring, and compassionate relationships. Everyone loves a person who speaks well, but a person who listens well endears herself for eternity.

Self-Esteem

Self-esteem develops when the primary needs of life have been appropriately satisfied. Research indicates that high self-esteem can be gained when people experience positive feelings within four distinct conditions. *The Four Conditions of Self-Esteem are:*

CONNECTIVENESS: the feeling a person has when they can gain satisfaction from associations that are significant, and these associations are affirmed by others.

UNIQUENESS: the special sense of self a person feels when they can acknowledge and respect qualities or attributes that make them special and different, and when they receive respect and approval from others for these qualities.

POWER: a sense that comes from having the resources, opportunity and capability to influence the circumstances of their lives in important ways.

MODELS: reference points that provide the individual with human, philosophical, and operational examples that help them establish meaningful values, goals, ideals, and personal standards.

All four of these conditions should be present continuously for high sense of self-esteem to be developed and maintained. No one condition is more important than another. If any one condition is not adequately provided for, there is a decrease in distortion of self-esteem.

THE CHARACTERISTICS OF HIGH AND LOW SELF-ESTEEM

An individual with high self-esteem will:	Individuals with low self-esteem will:
Act independently	Demean their own talents
Assume responsibility	Feel that others don't value them
Be proud of accomplishments	Feel powerless
Approach new challenges with enthusiasm	Be easily influenced by others
Exhibit a broad range of emotions and feelings	Express a narrow range of emotions and feelings
Tolerate frustration well	Avoid situations that provoke anxiety
Feel capable of influencing others	Become defensive and easily frustrated
	Blame others for their own weaknesses

An individual with high self-esteem will:

Act independently. They will make choices and decisions about such issues as time usage, money, jobs, clothing, etc., and s/he will seek friends and entertainment on their own.

Assume responsibility. They will act promptly and confidently, and will sometimes assume responsibility for obvious chores or needs such as dishes, yard work, comforting a friend in distress, without being asked.

Be proud of accomplishments. They will accept acknowledgement of achievements with pleasure and even compliment himself/herself about them now and then.

Approach new challenges with enthusiasm. Unfamiliar jobs, new learning and activities will be interesting and people with high self-esteem will involve themselves confidently.

Exhibit a broad range of emotions and feelings. They will be able to laugh, giggle, shout, cry, express affections spontaneously, and in general, move through various emotions without self-consciousness.

Tolerate frustration well. They will be able to meet frustration with various responses such as waiting through it, laughing, speaking up firmly, etc., and can talk about what frustrates them.

Feel capable of influencing others. They will make confident impressions and effects on family members, friends, and even authorities; such as teachers, ministers, bosses, etc.

Individuals with low self-esteem will:

Demean their own talents. They'll say, "I can't do this or that ..., I don't know how., I could never learn that."

Feel that others don't value them. They will feel unsure, or downright negative, about their parents' or friends' support and affection.

Feel powerless. Lack of confidence, or even helplessness, will pervade many of the individual's attitudes and actions. They will not deal forcefully with challenges or problems.

Be easily influenced by others. Their ideas and behavior will shift frequently, according to whom they are spending time with; and will be frequently manipulated by strong personalities.

Express a narrow range of emotions and feelings. Just a few characteristic emotions: nonchalance, toughness, hysteria, sulking, will be expressed repetitively. Family and friends can predict which stock responses can be expected for any given situation.

Avoid situations that provoke anxiety. The tolerance for stress, particularly fear, anger, or chaos-provoking circumstances, will be low.

Become defensive and easily frustrated. S/He will be "thin-skinned," unable to accept criticism or unexpected demands, and have excuses for why they couldn't perform

Blame others for their own weaknesses. They will rarely admit to mistakes of weakness and frequently name someone else, or unfortunate events, as the cause of their difficulties.

THE BENEFITS OF HIGH PERSONAL SELF-ESTEEM

The benefits of high self-esteem are many. Most importantly, the individual who has high self-esteem will have a greater opportunity to realize her/his *IDENTITY* in adulthood.

Other effects that will strengthen her/his abilities for life are:

Clarity of self-strengths, resources, interests and directions, i.e. *The person who knows and respects his personal resources will attract and seize opportunities to use them*

Effectiveness and satisfaction in interpersonal relationships, i.e. *The individual who learns how to relate effectively to others will have a strong ability to fulfill her/his social and personal needs throughout life.*

Clarity of direction, i.e. *When one has self-confidence, that person is better able to analyze and choose appropriate directions for life.*

Personal productivity--at home, in school, and at work in later life, i.e. *The person who feels competent and valuable will want to perform and learn how to use her/his time effectively.*

By helping individuals enhance their self-esteem, you can promote these benefits and greatly strengthen their resources for life. Many people have a real need to realize their identity and feel good about themselves. If someone can achieve satisfaction of this need at the appropriate time, ideally before they are twenty, s/he will carry it forward and be ready to assume responsibility for fulfilling his/her own life's needs. But when self-esteem is not adequate, people will continue to spend their energies seeking ways to feel worthwhile in all that they do.

Clemes, Harris, Amish Clark, and Reynold Bean. *How to Raise Teenagers' Self-esteem*. Los Angeles: Price Stern Sloan, 1990. Print.

Encouraging Students

Praise is one of the most influential tools a tutor (mentor) can use. It encourages students to develop good study habits, utilize productive thinking and reasoning skills, and learn course content. When used at the right time, it lets students know when they are learning important material and exhibiting those learning skills likely to lead to independent learning. Praise is also a tool which can affect whether students will or will not return for more tutoring sessions. Students who leave tutoring (mentoring) sessions feel support and a sense of progress will likely return.

One of the simplest and most effective ways to praise someone is to say “good” and to use the person’s name. It very effectively communicates the point that the tutor appreciates the input and that the person has done well. Praise is needed to indicate to students when they are headed in the right direction both in terms of content and learning skills. Without praise from the tutor (mentor), the result can be confusion and uncertainty about what the student has done and what he or she knows.

Another way to praise is to use non-verbal behavior such as a smile or a head nod. More effective praise results from using a combination of ways to praise, such as a smile, a head nod, and the compliment of “That is right.” Develop your own style, but remember that praise is a powerful tool in guiding and motivating students toward becoming successful independent learners.

Make a conscious effort to try one or more on these compliments in each mentoring session

- ✓ Look at the progress you have made. (Be specific and show the progress).
- ✓ I am very proud of the way you worked today.
- ✓ WOW!
- ✓ I like the way you’re working.
- ✓ Keep up the good work.
- ✓ You are really improving.
- ✓ Everyone is working so hard.
- ✓ Much better.
- ✓ That is really nice.
- ✓ Good job.
- ✓ What neat work.
- ✓ You really outdid yourself today.

- ✓ You should be very proud of yourself.
- ✓ Congratulations!
- ✓ That is right!
- ✓ Good for you.
- ✓ Terrific.
- ✓ Beautiful.
- ✓ You have just about mastered that.
- ✓ Excellent work.
- ✓ Very good.
- ✓ Marvelous.
- ✓ That looks like it is going to be a great...
- ✓ How Impressive!
- ✓ You are on the right track now.
- ✓ Exactly right
- ✓ Super.
- ✓ That is a good point.
- ✓ That is a very good observation.
- ✓ You certainly did well today.
- ✓ That is an interesting point of view.
- ✓ You have got it now.
- ✓ Nice going!
- ✓ You make it look easy.
- ✓ Correct thus far.
- ✓ Wonderful.
- ✓ You are great!
- ✓ How impressive
- ✓ That is the way to handle it.
- ✓ It looks like you put a lot of work into this
- ✓ That is clever.
- ✓ Very Creative.
- ✓ That is the way to handle it.
- ✓ Good thinking.
- ✓ Now you have figured it out.
- ✓ You have got your brain in gear.
- ✓ You haven't missed a thing.
- ✓ You figured that out fast.
- ✓ You are learning fast, nothing can stop you now.

Kubany, E. S. (n.d.). *Praising Students* [Informational]. Kubany, Edward S. University of North Carolina, Charlotte.

Mentoring Session Topics

Adapted from "Columbia College Peer Mentoring Handbook",
Anneka Rogers Whitmer and Lora Mills

ICE BREAKERS

- What are your goals for this semester?
- Do you have a major in mind?
- What interests you?

GOALS:

- What goals have you set for this semester?
- What would you like to accomplish?
- Do you have a plan?
- Do you have a major in mind?
- How do you feel about the progress you have made so far?
- Have you researched the steps you will need to take to get there?

ACADEMIC:

- Has there been any classes where you find the material really interesting?
- What has been your favorite subject so far this semester?
- How are you doing in your classes?
- Have you decided on a major yet?
- If not, what interest you?
- Have you talked to your instructor(s)?
- Have you used the tutoring center for any classes you may be struggling in?
- Have you talked to a counselor about any changes you plan on making? i.e. dropping a class/adding a class

TIME MANAGEMENT:

- How are you managing to get your schoolwork done?
- How much time are you prepared to devote to your homework?
- Are you aware that the number of units in a class directly correlates to the amount of homework needed to succeed?
- Have you set up enough time for studying?
- What sort of things do you do for studying or writing a paper?
- Do you feel like you don't have enough time for you commitments?
- Have you looked at what is entailed in the classes you are considering?

- **Don't have enough time for mentoring session: let's sit down and map out your schedule. (see Section 7 for Mentee Academic Schedule Form)**
- What other commitments do you have that need to be balanced with your academics? Prioritize and map out schedule.

STUDY TIPS/STRATEGIES

- If you are succeeding in most of your classes, perhaps you have some skills that you were not aware of. What has been working for you?
- Have you visited your professor's office hours for tips on how to succeed in the class?
- Have you visited the tutoring center, English Writing Center or Math Study Center?

PERSONAL ISSUES:

- *If the person is upset:* What can I do to help you be more comfortable at this time? I am sorry you are going through a hard time/do you feel there is anything specific I can assist you with?
- Who are the toxic people in your life? Perhaps they do not support you or they hold you back from what you need to do to be successful.
- Who are the nurturing people in your life? How do they help/encourage/support you and your goals.
- How are things outside of school?
- What are some other commitments you have outside of school? Do you feel you have your needs met, and you are able to be successful?
- What has been going on? How is this affecting you?
- Would you like to talk about it?
- Offer Resources On/Off Campus/Mental Health/Health Services etc.
- REPEATING ISSUES: I feel like this is something that continues to come up for you: Do you think we could make a new plan or strategy to help you get through this?

RESOURCES:

- What resources have you used on campus?
- Did you know your student fees covers Student Health Services?
- Did you know EOPS offers help with the cost of textbooks? You will need to sign up early and find out what you can do to qualify.
- Did you know about our free tutoring services?
- Did you know that we have computer labs on campus?
- Did you know you can check out calculators from the library?
- Did you know you can ask your instructor to make the textbook available in the library for you to use?

Strategies for Effective Mentoring

1. Clearly discuss with your mentee the goals and expectations of the mentoring relationship.
2. Be yourself and allow mentees to be themselves.
3. Encourage questions and be a good listener.
4. Do not attempt to handle situations with mentees for which you are not qualified. If you do not know or are not qualified to answer a mentee's question, say so. A referral is a good response.
5. Be honest and require honesty from your mentee.
6. Look for behavior patterns and other clues to understand your mentee's challenges. Let your intuitive skills play a role, and trust yourself.
7. Guide your mentee towards experiences with success. The more of these there are to build from, the greater are the chances for new success.
8. Use a calm demeanor, a sense of humor, a ready smile, and an openness to cultural differences as tools for mentoring excellence.
9. Look for success markers. Notice when your mentee is making and keeping commitments, becoming more comfortable with choices, confronting real or potential conflict, taking risks, and acting more responsible.
10. Follow-up on commitments made to your mentee.
11. Do not correct constantly or be condescending or over critical.
12. Be conscientious about confidential information.
13. Being with your mentee should not be stressful for either of you. If it is, ask your Peer Mentor Coordinator for help.

"Strategies for Effective Mentoring", Pearl Lopez, Grossmont College EOPS

Understanding Diversity

Be Aware of Yourself

And make others aware of how added stress affects people's thinking and behavior. People who are conscious of their reactions to stress can often catch themselves before they say or do something they will later regret.

Start with Yourself

Managing stress means managing your mind and making sure that the old cultural messages you grew up with do not turn into angry or unfair words or actions.

When Conflicts Arise

And you are either involved or must mediate between parties, remember the 80/20 rule. Usually in a conflict between people of different cultures, at least 80% or more of what takes place comes from cultural misunderstanding and 20% or less has to do with the personalities of the individuals involved.

When Diversity Problems Arise

Look beneath them for the stresses caused by poor management or other factors not recognized or controlled by the people involved. Don't blame diversity when management is ineffective in coaching, motivating and preparing employees for change.

Be Especially Vigilant

Root out trouble before it spreads. Whispering campaigns, the rumor mill, or inappropriate ethnic humor may be attempts to release tension or let off steam, but the damage they do is very hard to repair.

Keep Channels of Communication Open

Let everybody know what is happening. If you are speaking a different language, take time to fill others in on what you are saying.

Be A Listener

If people let off steam with you, listen to their feelings and fears. Point out name-calling, if it appears, as unhelpful, without making a big issue out of it.

Communicating Across Cultures

Communicating with people of other cultures is a learned skill – *a habit*. According to management consultant, Stephen R. Covey. ***A habit is the point where desire, knowledge, and skill meet.*** *Desire* is about wanting to do something. *Knowledge* is seeing what to do, and *Skill* is understanding how to do it.

These three factors are equally important for bridging gaps in cultural understanding. What follows are suggestions in each of these areas:

Desire to communicate across cultures. If you truly see the value of cultural diversity, you can discover and create ways to build bridges to other people.

Know about other cultures. Back up your desire to learn about other cultures with knowledge.

Gain skill in communicating across cultures. With the desire to communicate and gain knowledge of other cultures, you can then work on specific skills.

Look for common ground. To promote cultural understanding, we can become aware of, and celebrate, our differences.

Assume differences in meaning. Don't assume that you have been understood or that you fully understand another person.

Look for individuals, not group representatives. Sometimes the way we speak glosses over differences among individuals and reinforces stereotypes.

Get inside another culture. Immerse yourself in another culture. Consider learning as much about it as possible.

Find a translator, mediator, or model. People who move with ease in two or more cultures can help us greatly.

Celebrate your own culture. Learning about other cultures does not mean abandoning your own.

Ask for help. If you are not sure about how well you're communicating, ask questions.

Point out discrimination. Throughout history, much social change has been fueled by students. When it comes to ending discrimination, you can make a difference.

Dealing with Difficult People by Jamie McCreary, Ph.D.

Hostile-Aggressives

What They Do:

Cutting you down, sniping, exploding...

What Can You Do?

- Stand up to them, but don't fight.
- Take a break to let them cool down.
- Control your own anger and the evidence of it.
- Snipers: Force them to be open by asking about their intentions.
- Exploders: Let them know their point does not come through like that.

Know It All's

What They Do:

Contradicting, overruling, ignoring you...

What Can You Do?

- Be careful and accurate in your statements.
- Ask them to extend and explain what they know.
- Purposely take a subordinate position to end the conversation.
("You're right, absolutely".)
- Thank them for their opinion and do what you want.

Complainers

What They Do:

Whining, criticizing...

What Can You Do?

- Listen and ask factual questions.
- Don't be defensive.
- Only apologize if you are wrong.
- Acknowledge their points without agreeing.
- Don't try to persuade or convince.
- Ask them how they want the conversation to end.

And Remember... Difficult people bother us because of how we feel when we are with them. Our feelings depend on how we look at the situation. If we change how we view the situation... Our feelings will change!

Understanding Students with Learning Disabilities

ATTENTION DEFICIT DISORDER (ADD)

Research over the past few years indicates the number of youngsters who have been diagnosed with ADD is increasing. This trend implies difficult years ahead for schools and teachers. Information and understanding are two important elements needed to work successfully with ADD students. What follows is some recent information which might help identify ADD students in your group or one-to-one peer mentoring session.

CHARACTERISTICS OF THE *STUDENT WITH ADD*

Easily distracted: Students with ADD notice everything that is going on, particularly changes or quickly-changing things in their environment. This often is perceived as being "hyperactive."

Short, but intense, attention span: Most students with ADD students complain of "boredom" and jump from one project to the next. Some tasks may hold the Students' attention for long periods of time or for short intervals.

Disorganization: Students with ADD have trouble separating material from one project to the next. They find it hard to keep notes, projects, and research separated.

Difficulty following directions: Lack of attention is usually the culprit because students with ADD find it hard to stay focused. They tend to pay less attention to things like directions. Also, studies show that many students with ADD dislike being told what to do.

Symptoms of depression: Studies show that students with ADD display some symptoms of depression. In some cases, boredom or daydreaming may be mistaken for depression. If the student is on medication (as many are), the medication may contribute to this.

Easily frustrated and impatient: Students with ADD are often very direct and to the point about things. This bluntness may be perceived as rude or offensive to those trying to work with the student. Butting into conversations and interrupting others may figure into this.

Verbal communications: Some students with ADD cannot keep from talking all the time, while others seem to never speak. Students with ADD may seem as if they are not listening when they are being spoken to.

CONDITIONS THAT MAY MIMIC *ADD* are.....

Anxiety disorders

Depression

Bipolar disorder/manic-depressive illness

Seasonal Affective Disorder

Students with ADD are usually on some form of medication. Very often the medication can alter the students' behavior. Inform your supervisor of any students you believe may be struggling with severe ADD symptoms. The supervisor will evaluate the student's application and address your concerns. Also, the school may be willing to inform the Program of any diagnosed ADD student/participants.

STRATEGIES FOR WORKING WITH STUDENTS WITH ADD

- Have the student sit near the front of the room. This permits you to make and maintain eye contact throughout your discussion.
- When tutoring, try to monitor the student's progress regularly. Get the student started on a project and employ the strategy known as Prompt, Praise, and Leave (PPL).
- Constantly encourage organization. Help the student arrange his/her binder into some organized manner. Encourage the use of day planners, assignment sheets, and any other organizer.
- When giving directions, be sure to give clear, direct instructions. Have the students re-peat the directions back to you. Repeat the directions again if necessary.
- Use multisensory approaches to instruction. A combination of verbal, auditory, tactile, and kinesthetic seems to work best.
- Encourage and support the student. Avoid negative feedback.

ENCOURAGE THE USE OF MEMORY STRATEGIES FOR ADD STUDENTS

Verbal Memory Skills

- Repetition (used with isolated bits of information)
- Repetition without "chunking"(simple repetition)
- Repetition with "chunking"
- Chunking (placing longer series of items into smaller "chunks")
- Spontaneous visual linking (developing mental images of isolated words)
- Auditory Cueing (auditory stimuli to trigger response)

Visual Memory Skills

- Spontaneous verbal rehearsal (labeling figures as they are viewed)
- Visualization (creating a visual image)
- Revisualization (recalling something seen previously)
- Visual Cueing (visual cue/stimuli to trigger response)

Associative Memory Skills

- Visual association (associating a visual *image* with the *information* presented)
- Categorization/Classification (conceptual groups to make the material more relevant/meaningful)
- Integration (new information/knowledge with prior knowledge)
- Cueing by key words/phrases (using "buzz words" and phrases to begin a new chain of ideas)
- Acronyms (creating words/sentences using the first letter of each item on a list)

Mentoring Scenarios

Scenario 1: Acting as a sounding board/mirror through prompting.

Student:

Anthony, is selling a complete computer system for only \$1200, but if I want it, I have to buy it now. He's got another interested buyer. It's a great deal. But buying it would wipe out my savings. At the rate I spend money; it would take me a year to save up this much again.

Mentor: Uh huh.

Student:

I wouldn't be able to take that ski trip over winter break... but I sure could save time with my schoolwork... and do a better job too.

Mentor: That's for sure.

Student:

Do you think I should buy it?

Mentor: I don't know. What do *you* think?

Student:

I just can't decide.

Mentor: *(silence)*

Student:

I'm going to do it. I'll never get a deal like this again.

Reflect on this scenario and write about the benefits of being a sounding board.

Scenario 2: What will I do if my mentee tells me something I'm not sure how to handle (e.g., he's afraid to tell his parents he is gay, she's being bullied at school, his girlfriend is pregnant)?

When you build trust with someone, you may find that you hear intimate, unexpected, and even shocking or upsetting revelations. *As a mentor, your job is to listen, to avoid being judgmental, and to defer to program staff or other professionals when you know that a mentee needs help.*

Before you find yourself in a situation like this, it is helpful to define ground rules for confidentiality. Early on in your relationship, you and your mentee can talk about what you expect from each other. Explain that you will be an open listener, but you will always try to do what is best for your young friend. Talk generally about physical and emotional health and safety issues that might require help from other people. Assure your mentee that you will always act with her or his best interests in mind. If there comes a time when you need to seek outside help for your mentee, you can refer back to the promises you made in this early conversation.

Ten suggestions for Handling Sensitive Situations

1. Sit at eye level with the other person.
2. Don't act surprised, shocked, or angry when hearing about the situation. But at the same time be honest and understanding that it is a difficult situation.
3. Remain calm and compassionate about her experience in the situation.
4. Don't pressure the individual to tell more than he is comfortable telling but instead use "open-ended" questions (questions that won't elicit a "yes" or "no" response) to allow him to continue if he is comfortable.
5. Don't make judgmental statements about the situation (e.g. "How could they...").
6. Acknowledge that he trusted you enough to tell you.
7. Reflect back to the person what feelings she is expressing ("That sounds scary.").
8. Affirm the person for using his coping skills and surviving.
9. Be honest about what you need to do with the information.
10. Brainstorm her options with her and offer appropriate resources.

Scenario 3: Your mentee has shared with you that her father is always angry and emotionally absent. You've also learned that he is a gambler, does not work, and that as a result the family is going through financial problems. The last time you two met, she implied that her father was also involved with other women. As a result, your mentee is having a hard time at home. She tells you she hates her father. What should you say?

Reflect on this scenario and answer the following questions:

- a) What is the most important thing you can do?

- b) Should you try to solve the mentees problems?

- c) To make the mentee feel better, you should say things like "I can't believe your father said that to you" or "Your father makes me so angry!"

- d) You know that the environment your mentee is living in is not a good one and so you let them know your thoughts on it.

Scenario 4: When a health concern becomes significant. Suggestions for obtaining professional help for mentees.

Understand and follow college guidelines for confidentiality, making a report or referral, handling emergencies, and other policies and procedures.

If your mentee raises a health concern:

- ✓ Listen to his/her feelings in a caring and open manner.
- ✓ Express your personal support and your concern about the situation.
- ✓ Use active listening and open-ended questions to learn as much as you can about the situation and what your mentee is feeling.
- ✓ Find out if your mentee has already talked to a parent or professional about the situation.
- ✓ Remind your mentee that you have limited training in dealing with this issue and suggest that a trained professional could offer more support.
- ✓ Let the mentee know that the Counseling staff can help him/her obtain assistance if necessary.
- ✓ Follow up with peer mentor coordinator if appropriate.
- ✓ Continue meeting with your mentee, listening and providing encouragement and praise for facing the problem and working on it.

If you become aware of a serious health concern that the mentee is not sharing with you, such as clear signs of drug/alcohol tobacco use, depression, or suicidal thoughts:

- ✓ Report your concerns to your peer mentor coordinator immediately.
- ✓ Encourage your mentee to have an honest discussion with you about the concern.
- ✓ Follow the suggestions outlined above.

Reflect on these scenarios and journal on how you would handle them:

Scenario #1:

You are about to have your first meeting with your mentee, this Mentee asks for your phone number, you text them through the remind app that you are required to use, however she pressures you to give her your actual phone number. What do you do?

Scenario #2:

Your mentee is very introverted and reserved. Every week you try to get them to open up by asking a variety of open ended questions. During one of your meetings, he/she tells you that you talk too much and are annoying. How do you respond?

Scenario #3:

You have a mentee who you really connect with. They have the same interests as you do, and although they are your mentee, they begin to see you as more of a friend and want to hang out off campus. How would you handle the situation?

Resources	Phone
Student Health & Mental Services on Campus	619-644-7192
San Diego Access and Crisis Line	1-888-724-7240
National Suicide Prevention Hotline	1-800-273-8255 (Veterans: press 1)
211 San Diego Confidential information and referrals to ALL health and social service programs in San Diego County	Dial 211 or go to http://www.211sandiego.org
Domestic Violence & Sexual Assault Hotline	1-888-385-4657

* For a complete list of services go to Personal Crisis Resources on Page 72

What would you do?

- A mentee asks you for a loan or repeatedly asks you to buy them a snack.

- The end of the spring semester is coming to an end; you're graduating in a month. Your dream job just offered you a placement, but only if you start working 20 hours/week right now & you just don't have as much time for mentoring anymore.

- You think one of your mentees might have feelings for you.
- Your mentee just entered a relationship & it's getting serious fast. They just don't seem as interested anymore, in mentoring or school...
- One of your mentees has developed a drug addiction.
- You suspect one of your mentees is being abused by someone they live with.

How would you handle these scenarios? Let's do some Role Playing.

1. You notice that one of your mentees has been acting different lately. He has been regularly skipping class and you've heard rumors that he's been out frequently and drinking excessively. One day, he looks like he hasn't slept all night and you notice that he smells like alcohol from going out the night before. You're worried about him, so you decide to confront him with your concerns. What do you say? How do you handle the situation?
2. You notice that one of your mentees has been acting different lately. He has been isolating from the group and alienating himself by saying hostile things to his peers. He's been very sarcastic with you lately and seems disinterested in being part of the mentoring process. You decide to talk to him about the situation. What do you say? How do you handle things from there?
3. You notice that one of your mentees has been acting different lately. She has been acting withdrawn, has been very quiet, and has been hanging out alone every time you see her. You notice these behaviors and decide to talk to her. She says that she's really homesick, that no one at this college is like her. What do you say to her? How do you handle the situation from there?

4. You notice that one of your mentees has been acting different lately. She has lost a lot of weight, is wearing baggy clothes, has circles under her eyes, and overall doesn't look "good." On several occasions, you overhear others in your group talking about her, particularly that they think she has an eating disorder and are worried about her. How do you approach the subject with your mentee? How do you handle the situation from there?

5. You are out at a local club having a great time. You have been really stressed out lately, working really hard to meet all of your obligations and you need to blow off some steam. You look over and see some of your mentees. You realize that you're supposed to serve as a role model for them, you're pretty drunk. How do you handle the situation? What do you say to them the next day when you see them?

6. It is the middle of the semester. You and all of your mentees are really stressed out. Everyone has been going out a lot this term and you know how weighed down they are by all of their commitments. In fact, almost everyone you know has a cold, including you. You notice that everyone seems out of balance by partying too much. How do you help refocus your mentees to get motivated and prevent them from blowing their semester academically?

7. Your mentee complains after week two that he cannot stand his roommate. The roommate is up late at night, keeps his room a mess, and is always on the computer and is stealing his food. How do you respond?

8. Your mentee complains that she is struggling horribly with Calculus class and that the professor is a terrible teacher. She claims that half of the class is failing and that the teacher is not competent. How do you respond?

9. Anna (a single mom) feels that she is being pulled in too many directions at once. Her life feels out of balance. A single mother of two sons, she is trying to make it through college on her own and is dealing with a deadbeat ex-husband. She gets limited help from her parents while she works twenty-four hours a week and goes to school full-time.

Trying to manage her house-hold and social life and meeting her children's needs leave Anna feeling overwhelmed. She worries about losing her temper with her sons and constantly disrupting their routine, as well as "abandoning" her friends. These worries lead to incredible feelings of guilt.

Sometimes Anna misses classes or arrives late because she needs to take a child to the doctor or run some other errand she believes cannot wait. Missing out on information from classes creates a problem with getting homework submitted or even completed. She wants to do well in her classes and maintain her personal life, but she is becoming overwhelmed with feelings of inadequacy.

Emotional, Legal, and Referral Issues

Emotional Issues

Never date someone you are trying to help as a way of relating to her or him. A relationship of this nature would compromise your role as a peer helper and could possibly lead to emotional problems for both you and the mentee (the person who has to come to you for help).

Be sensitive to emotional attachments that might develop between your mentee and you. Even though you may be flattered, forming a romantic relationship with the peer you are trying to help is not ethical. Be direct about the boundaries and purposes of the relationship. Only under completely different circumstances might a romantic relationship be appropriate. Anytime you are getting involved emotionally, evaluate your need. Emotional attachment distorts your ability to be objective and may only add to the person's problem. Under these circumstances, it may be prudent to refer the person to another peer helper.

Legal Issues

By law, the following situations are outside the bounds of confidentiality and must be reported:

- Sexual or physical
- Possession of illegal weapons or declaration of intent to harm self or others
- Illegal activity of any kind

When you encounter such issues working with someone, by law you are required to report the situation to someone in authority, such as a school counselor, principal, or police officer. If you anticipate that any of these issues may be involved or mentioned inform the person or group – before such information is revealed.

Referral Issues

- Always be ready with people and resources to contact and share these with your mentee. If you are concerned about your ability to help, reach out to your peer mentor coordinator.
- Those who talk of personally destructive behavior, including suicide and drug use, or who have delusional plans (which could indicate psychological disturbances) must get professional care. You cannot help in these situations, other than by getting the person professional help. Contact your peer mentor coordinator if you feel overwhelmed with such situations.
- In dealing with a legal minor, never make a referral without consulting with your Peer Mentor Coordinator.

PERSONAL COUNSELING RESOURCES AND LINKS

GROSSMONT COLLEGE COUNSELING CENTER

CRISIS HOTLINES and REFERRAL DATA BASES

ACCESS and CRISIS LINE (888)724-7240

Consultation and direct intervention is available 24 hours a day, 7 days a week. *Free*

Child Abuse Hotline (858) 560-2191, 800 344-6000

24 hour reporting line

Domestic Violence Hotline (888) 385-4657

24 hour domestic violence hotline (Spanish available) *Free*

211 San Diego (Dial 211)

Provides comprehensive, confidential information and referrals to ALL health and social service programs in San Diego County 24/7 *Free*

<http://www.211sandiego.org/>

Network of Care for Mental Health in San Diego County

Comprehensive data base of mental health and other services in San Diego County. *Free*

<http://sandiego.networkofcare.org>

SOCIAL SERVICES RESOURCES FOR ETHNIC AND CULTURAL GROUPS

El Cajon Ethnic and Cultural Support Services

Useful listing of support services, hotlines and counseling services for specific groups

<http://www.elcajonresources.org/support-services.html>

UPAC (619) 229-2999

Provides health and human services to under-served Asian, Pacific Islander, Latino, Middle Eastern, East African, African American and other ethnic populations

<http://upacsd.com>

EMERGENCY HOUSING

211 Shelter Bed Availability (dial 211)

<http://211sandiego.org/shelter-and-homeless-services>

Interfaith Shelter Network (619) 702-5399

www.interfaithshelter.org - Case management, meals, seasonal (October – April) families and singles

El Cajon Social Service Resources

Hotlines, local counseling and basic needs resources

<http://www.elcajonresources.org/hotlines.html>

LOW COST COUNSELING SERVICES

Grossmont College Health Services (619)644-7192

Mental Health Counseling available to Grossmont students (*no fee*)

SDSU School of Counseling and Psychology Clinic (619) 594-5134

6475 Alvarado Road Suite 233, San Diego

Operated through the SDSU PHD PSYCH program *Low fee*

<http://clinpsyc.sdsu.edu/practicum/san-diego-state-university/sdsu-psychology-clinic/>

CCC Center for Community Counseling (SDSU) (619) 594-4918

4283 El Cajon Blvd. Suite 215, San Diego

<http://go.sdsu.edu/education/csp/counseling.aspx>

The Center (LGBT) (619) 692-2077

3909 Centre St., San Diego (M-S 9AM-7PM)

Provides individual, couple, family and group counseling to lesbian, gay, bisexual and transgender clients. HIV testing clinic and AIDS support groups.

www.thecentersd.org

East County Mental Health Clinic (619) 401-5500

1000 Broadway, Ste. 210, El Cajon

Provides crisis intervention, medication, and group, individual and short term therapy for people who are experiencing persistent and severe mental illness or a mental health crisis. *Sliding fee*

<http://www.sdcounty.ca.gov/hhsa/programs/bhs/documents/10 - Zip Code Directory East.pdf>

Heartland Wellness Recovery Center – (619) 440-5133 *Transitional Youth Program 18-24 available*

460 Magnolia Ste. 110, CA 92020 (Serves 92019, 92020, 9022) **Walk-in Triage**

Serious mental illness, co-curing mental health and substance abuse disorders, Medi-cal, Fees are based on a *sliding scale* determined by income if not insured.

<http://www.comresearch.org/serviceDetails.php?id=Ng==>

YWCA – (619) 239-0355 x252 (Intake), 24 hour help line (Domestic Violence Hotline) 619-234-3164

Domestic violence support groups related counseling services.

<http://www.ywcasandiego.org/get-help/counseling-services.html>

San Diego Psychological Association

Free counseling and therapy for people who cannot afford to pay, who don't qualify for State Assistance, and don't have insurance that pays for mental health services and would benefit from short term therapy. One hour of community service for each hour of therapy is required

http://www.sdpsych.org/psychology_2000.php

PSYCHIATRIC ASSESSMENT

Jane Westin Clinic (619) 235-2600

1045 9th avenue (9th and Broadway downtown) San Diego, 92101

Urgent walk in psychiatric evaluation must be uninsured *free*

<http://www.comresearch.org/serviceDetails.php?id=MTc=>

MEDICAL/PSYCHIATRIC

Family Health Centers of San Diego ((619) 515-2300 619-515-2338 (Mental Health)

Provides health services to low-income (sliding scale) Accepts Medi - Cal and other insurance
Psychiatry available – 6 week wait.

<http://www.fhcsd.org>

CONSUMER CREDIT COUNSELING

Consumer Credit Counseling (888)845-5669

Provides debt management and credit counseling (nonprofit)

<http://www.moneymanagement.org/>

DOMESTIC VIOLENCE/RAPE CRISIS CENTER

Center for Community Solutions (619) 697-7477, Domestic Violence Hotline (888-385-4657)

Provides comprehensive services to victims of rape and domestic violence

<http://www.ccssd.org/get-help/>

YMCA Emergency Hotline: (619) 234-3164

Provide emergency housing, legal, counseling and more for women.

www.ywcasandiego.org

ADDICTION RECOVERY REFERRALS

<http://sandiego.networkofcare.org/mh/services/advanced-search.aspx?k=%22Substance+Abuse%22>

VETERAN REFERRAL RESOURCES

COURAGE TO CALL – toll free 24/7 help line

1-877-698-7838

VETERAN CRISIS AND SUICIDE **HOTLINE**

1-800-273-TALK, Veterans Press 1 (1-800-273-8255)

VET TALK- PEER SUPPORT PHONE (Vets for Warriors) Vets, active duty and family member support

1855-838-8255

VVSD – Veterans Village of San Diego

<http://www.vvsvd.net/index.htm>

NATIONAL CENTER FOR PTSD - WHERE TO GET HELP

<http://www.ptsd.va.gov/public/where-to-get-help.asp>

PTSD INFO AND SCREENING

<http://www.mentalhealth.va.gov/PTSD.asp>

SAN DIEGO VET CENTER 858-642-1500-PTSD, sexual trauma

Richard C. Vattuone, CADC-1, MSW –Readjustment Counselor Therapist

<http://www2.va.gov/directory/guide/facility.asp?ID=522&dnum=All&stateid=CA &v=1>

Learning Styles Part I

The Naturalistic Learner - Your mantra: Let's investigate the natural world.

Naturalistic learners often understand the patterns of living things, and they apply scientific reasoning to the world. You recognize (and can classify) different types of plants or animals. You also empathize with animals. Some well-known careers for those with naturalistic intelligence are farmer, naturalist, animal behaviorist, and scientist.

Tips for the way you learn:

- Observe and record data
- Create a "living system" for the material you are trying to learn. Imagine the new material as an ecosystem or a pattern for you to figure out.
- Write about nature, daily life, or people as a topic so you become engaged in your assignment.

The Bodily-Kinesthetic Learner - Your Mantra: Movement is fundamental.

Bodily-kinesthetic intelligence means you think in movements. The fundamental ability to use movements for either self-expression or precision to achieve a goal is crucial for surgeons, athletes, mimes, choreographers, and directors.

The best way for you to retain information is to associate it with an activity. Dance, acting, and sports are easy for you to master. Relate what you are trying to learn to one of these activities, and you will retain information and gain understanding.

Tips for the way you learn:

- Perform a skit to show the action of the idea you are trying to learn
- Make a game out of the material
- Apply what you are learning to hands-on models or in-practice examples
- Stay active when you are in a situation in which you need to concentrate. You can squeeze a stress ball when talking with someone or walk around while reading a book.

The Musical Learner - Your Mantra: That sounds good to me!

You probably sing to yourself while walking down the street. Keep it up! Musical intelligence is associated with enjoying music, singing (vocalists), making music (composers), and playing an instrument (instrumentalists). You are sensitive to sounds and the emotions music conveys. You have a unique ability to know when something is off key.

Tips for the way you learn:

- Listen to music while you study to connect its patterns and sounds with the subject you are studying. Replay the same song just before a test.
- Create a rhyme, song, or chant for material you would like to memorize.
- Associate what you're learning with a song you like.
- Use your ability to distinguish sounds as well as hear the beat, tone, or chord in a song by learning an instrument or mixing sound.

The Visual-Spatial Learner - Your mantra: What you see is what you get.

Visual-spatial intelligence allows you to see and modify things in your mind. With an understanding of the visual world and its relation to physical items, you are good at solving spatial problems, designing, and doing crafts. Interior designers have remarkable spatial abilities, as do painters.

Tips for the way you learn:

- Use art projects to create representations of the content you are learning.
- Draw related images next to your notes (along with arrows between ideas) to create connection and reference points.
- Organize with color. Use different-colored highlighters, paper, index cards, folders, or tabs to create a visual system for finding things and grouping topics.
- Visualize your topic. When you are learning something new, imagine what it looks like.

The Logical-Mathematical Learner - Your mantra: Why? Well, because it is logical.

Logical-mathematical intelligence is often what we refer to when we call someone – such as a mathematician or an engineer – smart. You possess the ability to understand complex problems, both logical and mathematical. This intelligence asks questions, finds solutions, and reflects on the problem-solving process.

Tips for the way you learn:

- Think about what you are trying to learn as a puzzle or a formula
- Ask question and allow yourself to experiment with your own hypothesis to find solutions or new answers.
- Concentrate on symbols, designs, and words to bridge mathematical and verbal logic.
- Create an outline to understand your subject step by step. Doing so will allow you to stay organized and track what you're learning in a logical sequence.

The Verbal-Linguistic Learner - Your mantra: Tell me in words – written or spoken – and I will understand

Verbal-linguistic intelligence (along with logical-mathematical intelligence) is often associated with doing well in school. You have the ability to use words effectively for reading, writing, listening, and speaking. The poet has been described as the epitome of verbal-linguistic intelligence.

Tips for the way you learn:

- Use words to explain complicated subjects.
- Ask questions.
- Engage in the Socratic Method, digesting information through a question-and-answer exchange.
- Hone your native ability to tell a story.

The Interpersonal Learner - Your mantra: I understand what you mean.

Interpersonal learners thrive on social interaction. Friends often ask you for advice because you are understanding and in tune with the people around you and their motives, emotions, perspectives, and moods.

Your ability to manage relationships helps you understand situations and take a leadership role when necessary. You enjoy teaching and sharing your thoughts.

Careers that require insight and that ability to read what someone else is thinking or feeling - such as teaching, psychology, or sales – would be great match for those with interpersonal intelligence.

Tips for the way you learn:

- Give and receive feedback
- Talk out problems
- Work on large-group projects so you can use your social abilities to divide up tasks and understand all aspects of the project.
- Be part of active learning through mentoring, tutoring, or an apprenticeship. This activity will reinforce your own knowledge or abilities

Reflect on your learning style. What type of learner are you? How can you use this information to help your mentees?

Learning Styles Part II

There are several ways in which people learn. Research indicates that people retain the most information when they “say and do”.

The Cone of Learning

sparkinsight.com

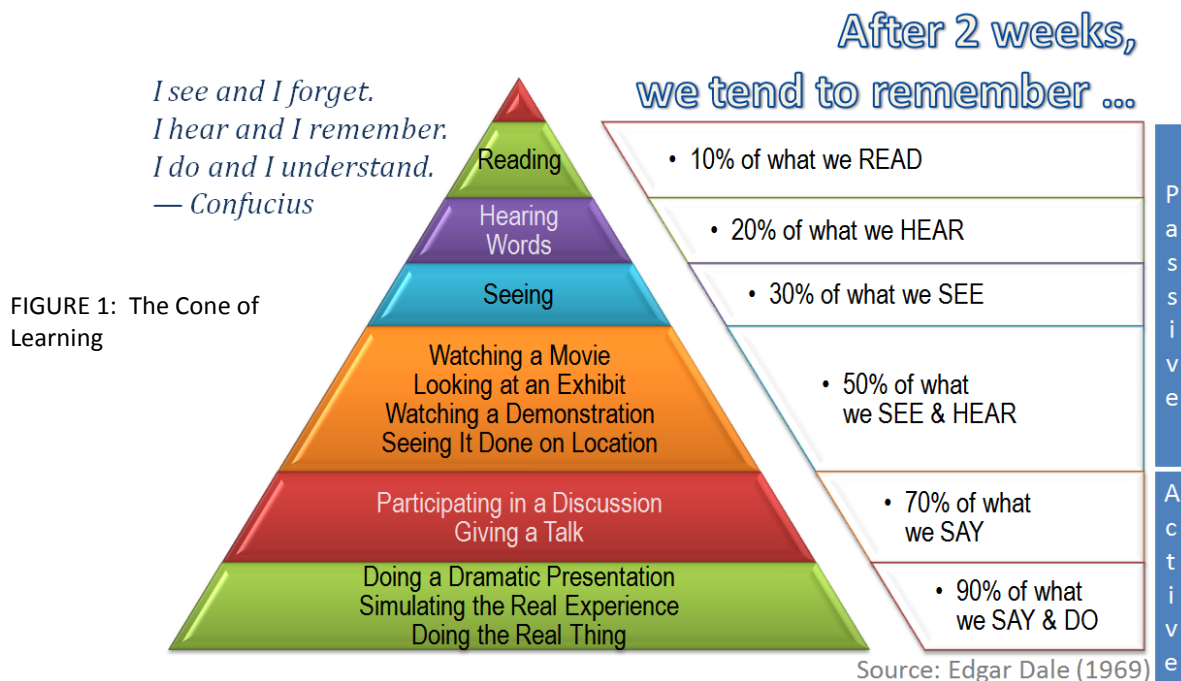


FIGURE 1: The Cone of Learning

The three most common types of learning styles include: auditory, kinesthetic and visual.

Auditory learning

takes place through spoken words or sounds. Auditory learners learn best when they hear the information. Lecture situations work better than just reading information from a book.

Kinesthetic learners

learn best by doing, moving, or hands-on experiences. Getting information from a textbook (visually) or a lecture (auditory) is just not as easy.

Visual learning

takes place through non-spoken words, sounds, and by using visual aids such as projected or displayed pictures, charts, maps and models.

Suggestion for auditory learners:

- Study with a buddy so you can talk out loud and hear the information.
- Recite (quotes, lists, dates etc.) out loud the thing you want to remember.
- Ask your teacher if you can turn in a tape or give an oral report instead of written work.
- Tape classroom lectures, or read class notes onto tape. Summarizing is good. Listen to the tape two-three times when preparing for a test.
- Before reading a chapter, look at all the pictures and headings, talk out loud, and tell yourself what you think the chapter will be about.
- Write vocabulary words in color on index cards with short definitions on the back.
- Review them frequently by reading the words aloud and saying the definitions.
- Check the back to see if you were right.
- Before beginning an assignment, set a specific study goal and say it out loud.

Suggestions for visual learners:

- You will learn better when you read or see the information. Learning from a lecture may not be easy. Try some of these suggestions and create some more that will
- Write things down because you remember them better that way (quotes, list,
- Look at the person while they are talking. It will help you to stay focused.
- It's usually better to work in a quiet place. However, many visual learners do math with music playing in the background.
- Ask a teacher to explain something again when you don't understand a point being made. Simply say, "Would you please repeat that?"
- Most visual learners study better by themselves.

Suggestions for Visual Learners

continued:

- Take lots of notes. Leave extra space. If some details were missed, borrow a dependable student's or teacher's notes.
- Copy over your notes. Re-writing helps recall.
- Use color to highlight main ideas in your notes, textbooks, handouts, etc.
- Before reading an assignment, set a specific study goal and write it down. Post it in front of you. For example, "From 7:00 to 7:30 I will read the first chapter."
- Preview a chapter before reading by first looking at all the pictures, section headings, etc.
- Select a seat furthest from the door and window and toward the front of the class, if possible.
- Write vocabulary words in color on index cards with short definitions on the back.
- Look through them frequently, write out the definitions again, check yourself

Speaking

If speaking is one of your preferred learning styles, you take in, store, and retrieve information more easily when you talk about it. Below are general suggestions for how to take advantage of this style.

- Don't miss classes. You can ask questions about what is said.
- Dictate into a tape recorder what you need to write or study.
- Ask yourself questions out loud while you are studying.
- Study information by saying it out loud and discussing it with yourself.
- Study with other people, so you can discuss the information.
- Study for a quiz by asking questions out loud and answering them.
- Choose to give a speech rather than do a written report whenever possible.
- Repeat things right after you hear them to help you remember them.
- Calm your nerves by saying positive things to yourself.
- Call people on the telephone instead of writing to them.
- If you are having trouble spelling a word, spell it out loud before you write it.
- Choose a job that requires speaking rather than writing.

Listening

If listening is one of your preferred learning styles, you take in, store, and retrieve information more easily when you hear it. Below are general suggestions for how to take advantage of this style.

- Never miss a class. Listening to the information you have read about will help you to understand it better.
- Listen to information about a topic on videotape, TV, or an audiotape.
- Tape a lecture, so you can listen to it again.
- Read out loud the information you are studying.
- Interview people about the subject you are studying.
- Have another student read his notes to you.
- Study with other people. Discuss ideas and test each other verbally.
- Discuss your notes, directions, or manuals out loud with yourself.
- Use a tape recorder to quiz yourself.
- Repeat information out loud after hearing it.
- Have someone read your tests to you or read them out loud to yourself.
- Call people on the telephone instead of writing to them.
- Choose a job in which listening plays an important part.

Writing

If writing is one of your preferred learning styles, you take in, store, and retrieve information more easily when you write it down. Below are general suggestions for how to take advantage of this style.

- "Pencil read" by reading with a pen/pencil in your hand.
- Underline and take notes as you read. "Talk to yourself" in writing.
- Take good lecture notes.
- Recopy your lecture notes in your own handwriting.
- Choose to do written reports instead of giving speeches whenever possible.
- Write down the steps you need to follow in order to complete a project.
- Keep track of your schedule with a calendar system and write down commitments.
- Write lists of things you need to do.
- Carry a small notebook with you, take notes to remember what you have read or heard.

Writing continued

- Write people letters instead of calling them on the telephone.
- Choose a job that involves more writing than listening or speaking.

Reading

If reading is one of your preferred learning styles, you take in, store, and retrieve information more easily when you can see it and read it yourself. Below are general suggestions for how to take advantage of this style.

- Read a chapter before you listen to the lecture on it.
- Read a book or article about a topic instead of attending a lecture.
- When you watch demonstrations, take good written notes. Later, you can refresh your memory by reading your notes.
- Get information for reports by reading instead of watching videos or listening to speeches.
- Read your notes, study guides, and flash cards over and over again.
- Back up what you hear by taking notes that you can refer to again.
- Read directions instead of having someone tell you how to do something.
- Read information yourself instead of having someone read it to you.
- Look up words you don't know the meaning of in a dictionary instead of asking someone what they mean. You'll be more likely to remember the meanings.
- Make travel plans by reading maps and travel guides.
- Choose a job that requires more reading than listening.

Visualizing

If visualizing is one of your preferred learning styles, you take in, store, and retrieve information more easily if you can picture something in your mind's eye.

Below are general suggestions for how to take advantage of this style.

- Close your eyes and practice "seeing" what you need to remember.
- Watch movies or videos on a subject, so you will have an easier time "seeing" the information again.
- As you read something, picture how it would look if you were seeing it in a movie.
- Watch demonstrations of things you need to do instead of reading about them, so you will be able to visualize them later.
- As you study diagrams and maps, close your eyes and "see" them again.
- Take special note of the shape of things you want to remember.
- Solve simple math problems by visualizing the numerals.
- Close your eyes and "see" a word you need to spell before you write it.
- Calm your nerves by picturing yourself calm and in control in that particular situation.
- Remember telephone numbers by studying them until you can "see" them in your mind's eye.
- Visualize your tasks on the job to more clearly understand what you need to do.

Manipulating

If manipulating is one of your preferred learning styles, you take in, store, and retrieve information more easily if you can handle things and/or change your environment. Below are general suggestions for how to take advantage of this style.

- Build models of hard-to-understand concepts.
- Experiment by doing things you read about.
- Watch someone do what you need to learn before trying it.
- Type a research paper on a typewriter or computer.
- Watch demonstrations instead of reading or hearing about them.
- Visit a place you are learning about.
- Given a choice, build a project rather than write a report about it.
- Do math problems with an abacus or with objects you can move.
- Make sure your work area allows you to move around while you study.
- Be flexible with your time schedule, so you can change plans and expectations when you need to.
- Choose a job that allows you to work with your hands and to move around.

Being a Successful Student

Think ahead and choose carefully

- Be prepared for your classes: skill level needed & prerequisites / recommendations.
- Select classes for your academic goal. Get counselor help in course selections.
- Balance your course load – course difficulty and units.
- Balance your course load with other work and home responsibilities.
- Select course days / times that fit your overall weekly schedule & resources.
- Times for classes? Think biorhythms and attention span.
- Schedule spaces between your classes: relax, socialize, questions for instructor.
- Arrive at your next class on time by careful scheduling.

Build a strong academic foundation for course success.

- English, reading, research, computer, and study skills.

Use time management tools.

- Create a weekly schedule: classes, studying, work, and home activities.
- Transfer syllabus information (deadlines and exams) to planner.
- Use a monthly planner to plan ahead and prioritize study activities.

Create a quality study environment.

- Schedule a minimum_of two hours for each hour in class.
- Study at regular times and locations. Minimize distractions and maximize resources.
- Study together: study-buddies, study groups, and SI groups through AAC.

Be “study smart.”

- Refer to syllabus and planner for due dates and exams. Prioritize study.
- Learn how to read textbooks efficiently.
- Surround yourself with study tools, including computer and flash-drive.
- Organize & integrate your notes and course material in binders and dividers.
- Emphasis your best learning mode. How do you learn best?

Be “class smart.”

- Attend all class sessions and be on time.
- Know the “rules of engagement” in class through the syllabus.
- Develop the skills needed to be effective in online classes.
- Be attentive and an active listener.
- Participate in class- discussions, questions, group projects.
- Take notes in class- rewrite / organize and review.
- Relate what you are learning to life experiences or your future goals.
- Be prepared for class- have texts, materials, and assignments ready.

Get tutoring; get it early!

- Writing Center, Math Study Center, Tutoring Center
- Tutoring is an academic support. Be proactive, make it part of your schedule.

Review and prepare for exams.

- Develop a routine of ongoing review for exams.
- Be clear on what the test will cover and what type of test will be given.
- Learn test-taking skills to match with the type of test given.
- Evaluate the exam outcomes to better prepare in the future exams.

Know and use your campus resources.

- Go online to Grossmont College’s Academic Resources.

Develop a support team for student success.

- Meet with your instructors during office hours to seek clarification on course content or assignments. Instructors are also advisors and mentors.
- Meet with your counselor regularly to clarify goals & track progress through educational planning and course advising; to develop success strategies and find solutions to your individual challenges.
- Make personal connections with other students who are motivated and serious about college. Think beyond age, gender and major.
- Seek others on campus and in the community as role models and mentors.

Be a strong self-advocate.

- College success is a priority to you. **Share this with others!**
- Have clear goals and reasons for those goals. **Be motivated!**
- Be accountable to yourself. **Use self-discipline!**
- Develop critical thinking skills. **Solve problems well!**
- Develop strong written and oral communication skills. **Represent yourself!**
- Use campus and community resources. **Be proactive!**
- Associate with positive and supportive people. **Build a winning team!**
- Nurture yourself mentally and physically. **Live healthy!**

Reflect on the habits and skills that you have used to be a successful student and share with your group.

How to Study

Efficient ways of study are not a matter of guess. Psychologists have been working for years on how to study. Research on the best methods of study has been conducted at the top universities --including Stanford, Ohio State, and Chicago. There, careful experiments with groups of students have thrown light on ways of study that are best. By using these ways, you should learn more easily, remember longer, and save hours of study time. The suggestions that follow are based on the results of these experiments.

1. Make and Keep a Study Schedule

Set aside certain hours each day for homework. Keep the same schedule faithfully from day to day. The amount of time needed for study will vary with the individual student and the courses on his/her schedule. Three to four hours of study each day is suggested for the average junior college student.

2. Study in a Suitable Place — The Same Place Each Day

Is concentration one of your study problems? Experts tell us that the right surroundings will help you greatly in concentrating. Your study desk or table should be in a quiet place as free from distractions as possible. You will concentrate better if you study in the same place every day.

3. Collect All the Materials You'll Need Before you Begin

Your study desk or table should have certain standard equipment paper, pen, ink, and eraser and a dictionary. For certain assignments you will need a ruler, paste, a compass, or a pair of scissors. With all your materials at hand, you can study without interruption.

4. Don't Wait for Inspiration to Strike -- It Probably Won't

We learn a lesson about studying from observing an athlete. Can you imagine seeing an athlete who is training for a mile run sitting on the field waiting for inspiration to strike before he starts to practice? He trains strenuously day after day, whether he wants to or not. Like the athlete, we get in training for our tests and examinations by doing the things we're expected to do over a long period of time.

5. A Well Kept Notebook Can Help Raise Your Grade

Guidance counselors tell us there's a definite relationship between the orderliness of a student's notebook and the grade he makes. Set a special section for each of the subjects on your schedule. When your teachers announce important tests and examinations, you'll find how priceless orderly notes can be.

6. Make a Careful Record

Why lose time phoning all over town to find someone who knows the assignment? Put it down in black and white, in detail, in a special place in your notebook. Knowing just what you are expected to do and when you are expected to do it is the first long step toward completing important assignments successfully.

7. Use "Trade Secrets" for Successful Study

Flash cards are "magic helpers." On the front of a small card, you write an important term in history, biology, English, etc., and on the back, a definition or an important fact about the term. Carry your flash cards with you. At odd times, take them out and ask yourself the meaning of the term. If you don't know, turn to the other side and review the answer.

8. Good Notes are Your Insurance Against Forgetting

Learn to take notes efficiently as your teachers stress important points in class and as you study your assignments. Good notes are a must for just-before-test reviewing. Without notes, you will often have to re-read the whole assignment before a test. With them, you can call the main points to mind in just a fraction of that time. The time you spend in taking notes is not time lost but time saved.

9. Perhaps You've Asked, "How Can I Remember What I've Studied?" -- One Secret of Remembering is Over-Learning,

Psychologists tell us that the secret of learning for future is over-learning. Over-learning is continuing your study after you have learned the material well enough just barely to recall it. Experts suggest that after you can say, "I have learned the material," you should spend extra study, one-fourth of the original study time. In an experiment study, students who over-learned the material remembered four times as much after 28 days had passed.

10. Frequent Reviews Will Pay You Well -- In Knowledge, Grades and Credits

Without review, the average student can forget 80% of what he has read in just two weeks! Your first review should come very shortly after you study the material the first time. This early review acts as a check on forgetting and helps you remember far longer. Frequent reviews throughout the course can pay you well in pre-test peace of mind.

11. Last, Add Will-Power to Follow Through!

Suggestions about how to study help us no further than we help ourselves. As with most everything in our lives, the slogan is, "It's up to you!" If you try earnestly to increase your study efficiency, the improved skills should become your permanent habit. The result can be a definite improvement of your performance at school -- and the satisfaction that comes from making this school year one of your very best.

STUDY HABITS CHECKLIST

USE OF TIME

- Do you keep an up-to-date checklist in your assignments?
- Do you keep a written study schedule on which you show the time you plan to set aside each day for studying?
- Do you divide your study time among the various subjects to be studied?

PHYSICAL SETTING

- Is the space on your desk or table large enough?
- Is your study desk or table kept neat; that is, free of distracting objects?
- Do you study in a quiet place—a place that is free from noisy disturbance?
- Do you study by yourself, rather than with others?
- When you sit down to study, do you have the equipment and materials you need?

PREVIEW

- When you sit down to study, do you get settled quickly?
- Do you look a chapter over before reading in detail?
- Before reading an assignment in detail, do you make use of any of the clues in the book, such as headings, heavy print, pictures, etc.?

READING

- As you read an assignment, do you have in mind questions which you are actually trying to answer?
- Can you find the main ideas in what you read?
- Do you try to get the meaning of important new words?
- Are you able to read without saying each word to yourself?

NOTETAKING

- As you read, do you underline the important material?
- Do you review class notes as soon as possible after class?
- Do you try to find genuine interest in the subjects you study?
- Do you try to set purposes and goals for yourself in your studies?
- Do you try to understand thoroughly all material that you should remember?
- When studying material to be remembered, do you try to summarize it to yourself?
- Do you distribute the study of a lengthy assignment over several study periods or sessions?
- Do you try to relate what you are learning in one subject to what you are learning in other subjects?

STUDY HELPS

- In addition to reading a textbook, do you read other materials for the course?
- When you have questions about your work, do you try to arrange to talk them over with your instructor?
- Do you discuss the contents of your studies with others outside of the class?

Reflect on your study habits and share with your group. What study habits have helped you succeed?

A large, empty rectangular box with a thin black border, intended for students to write their reflections on study habits.

Study Skills Assessment

This assessment may help to understand if you are studying effectively.

1. How well do you understand the class lecture?
2. Do you take notes in class? Can you use them to study?
3. How well do you understand what you read in your text? What is your approach to reading the text?
4. How much time do you study daily for this course (including reading and reviewing)?
5. How do you prepare for tests? How long before a test do you start to review?
6. Describe your environment for studying.
7. Where do you sit in class?
8. Do you ask questions in class?
9. Do you talk to your professor outside of class when you don't understand what is going on in class?
10. Do you hand in your assignments on time?
11. Describe three academic strengths and three weaknesses you have.
12. How do you organize due dates on your syllabus?
13. How would you like tutoring sessions to be structured?
14. What (if any) difficulties are you having with the class?
15. How can I best help you in learning and understanding the material?

Preparing for Exams

TEST ANXIETY

What is test anxiety? Test anxiety is a sense of unease and apprehension, frequently accompanied by physiological symptoms such as upset stomach, restlessness, sleep problems, irritability, and “nervous” eating that precede the taking of an exam. Test anxiety can also make it difficult to concentrate, which increases forgetting (blocking) and making “careless” errors. Test anxiety is not fear of an actual exam; it’s the racing heart, sweaty palms, sense of threat, and urge to flee that someone experiences when *imagining* the outcome of not doing well on an exam.

What causes test anxiety? It’s natural to worry about whether you will do well on a test. Indeed, some degree of pre-test anxiety is good, for it focuses the mind on the task at hand and creates physiological and psychological arousal to meet the challenge. Problems arise, however, when the anxiety grows to the point of harming performance. Test anxiety is caused by the content of the test-takers internal mental messages, or self-talks. Usually the self-talk focuses on imaginary “terrible” outcomes of doing poorly on the exam.

Some examples...

Exaggerating the importance of the test: “If I do poorly on this test, I’ll do poorly in class. If I do poorly in class, I won’t get into law school. If I don’t get into law school, I’ll be a failure and die of shame.”

Confusing performance on an exam with self-worth: “If I do poorly on the exam, I’ll show I’m incompetent.”

Not studying: “Yikes! I didn’t study and I don’t know this material.”

Solutions to Test Anxiety

- Acknowledge that you get nervous before tests and try to become aware of the roots of your test anxiety. Keep a journal of pre-test feelings and symptoms. Be attentive for the images and messages in your internal self-talk. If you don't prepare adequately for the exam by studying, and you care about your performance, then it's realistic to feel anxious about the possibility of failing.
- *Dispute negative messages you give yourself: "You're not smart enough to do well."*
- *Realistically appraise the exaggerated importance of an exam.* Remind yourself that a test is only a test and not a measure of your self-worth. Remind yourself that focusing on the grade will distract you from learning the material, which will bring about the opposite of what you are focusing on.

As Part of Test Preparation:

- Give yourself periods of quiet time in which you relax and imagine yourself taking the test. See yourself taking the exam confidently. See yourself coming across a difficult question and taking it in stride and moving on to another question that you can respond to with confidence.
- Focus your awareness on the test by getting your test-taking materials together before test time.
- Sharpen your pencils, get your GradeMaster form or blue book and write your name on it.
- Arrive at the exam 5-10 minutes early and let yourself relax.
- Don't rush before the test. Don't cram, that only increases anxiety.
- Get a good night's sleep. Eat a balanced meal one or two hours before the exam.
- Once in the test situation, stop worrying. Try to flow. If you block, take a few deep breaths; ask the instructor if you can get a drink of water.
- Meditate. Close your eyes and watch your breath; is it shallow or deep? Is there tension in your body? Focus your awareness on your anchor-place for a few seconds, and when you're ready, go back to the exam.
- Realize that test-taking is a skill only partially related to how much a student knows and understands. Like any skill, one improves with practice.

Different Types of Exams

There are several different kinds of exams. Your instructor will likely know well ahead of time what types of questions will be asked. Choose a method of preparation which suits the type of exam you will be taking.

FOR PROBLEM SOLVING:

Go through past homework assignments, lecture notes and your textbook, then:

- Copy problems.
- Mix them up.
- Solve as many as possible.
- Check your answers.
- For any you do not answer correctly, try to find similar problems and keep working them.

FOR SHORT ANSWER:

After reviewing your lecture notes and textbook:

- Make a list of important terms.
- Write down a definition of each term as it was used in the course.
- Think of examples or illustrations of each term.
- Figure out the term or concept's relevance to the course.

FOR ESSAY QUESTIONS:

Review old essay assignments and select a number of topics that seem central to the course. Then...

- Write the thesis statements containing the subject and three main points.
- Write an outline for each thesis statement (the more details-facts, figures, illustrations and quotations, the better.)
- Write as many essays for each of these as possible, only giving yourself as much time for each as you will have on the exam itself.
- Look over your trial essays, paying attention to areas that could be improved.

FOR OBJECTIVE TESTS: (Multiple choice, true/false, and matching questions.):

- Study concepts and examples, as well as facts.
- Study your texts and notes by actively looking for the kind of material that can be answered objectively (i.e. Dates, Names, and Precise Details.)
- Get old copies of multiple-choice, etc. exams. Look for patterns in questions and answers throughout certain disciplines.

Reasons to Review Returned Tests

1. Check the point total to make sure it is right. Look for mistakes in grading.
2. Know what questions you missed and why you missed them. The reason you missed the question is often as important in taking your next test as the answer.
3. Study the instructor's comments, especially for essay questions, so that you will know what is expected next time.
4. Look for kinds of questions and tricky questions that the instructor likes to use. See if the questions came from the text or the lecture. Concentrate more on that source for the next exam.
5. Correct and understand what you missed. This is information you need to know. It may appear on a later test or the final.
6. Analyze the type of problems you missed so you can review strategies for that type of question.
7. Review to put information into long term memory.
8. You want to ask questions while the test is "fresh."
9. Review how you studied for the exam. Look for better ways.
10. Reviewing gives you a good reason to talk to your professors and let them know you want to improve.

How do you prepare for exams, deal with test anxiety, and what do you do when you get a graded exam or quiz back?

Behaviors

Do any of these statements describe you?

1. Difficulty getting to sleep, sleeping deeply or staying asleep
2. May be accused of being lazy, irresponsible or immature
3. Mind goes blank under concentrated duress (like tests)
4. “Overwhelmed” often
5. Reads same paragraph several times for understanding
6. Difficulty with sequencing or organizing thoughts
7. Hard to organize thoughts to write academic papers
8. Disorganized in general
9. Careless with attention to details (or obsessive with details to compensate)
10. Little or no study or workplace strategies used
11. Unclear or absent goals
12. Low frustration tolerance (may or may not be quick to anger)
13. More likely to abuse alcohol, caffeine, nicotine or drugs
14. Difficulty planning ahead—procrastinates (or obsessive managing time to compensate)
15. Hand writing difficult to read
16. Follow through is poor
17. Short term memory deficit
18. Difficulty with recall, especially absent under duress
19. Loses or misplaces items regularly
20. Hard to follow a conversation due to poor focus
21. Meandering communication style (think absent-minded professor)
22. May talk incessantly, interrupt others or get off track easily
23. Processes information slowly and often asks speaker to repeat
24. Poor nutrition habits (eats whatever is available)
25. Uses sick days more often and more doctor appointments
26. Erratic parenting skills
27. May be slow to recognize social boundaries
28. Difficulty getting motivated
29. More starts than finishes
30. Life is generally chaotic with focus on daily survival

There can be many causes that lead to such behaviors. In the next section, you will see some causes as well as activities you can put into practice to change these behaviors.

Goals and Activities

Goal #1: Improve sleep.

Activities:

- Go to bed at the same time nightly.
- Create bedtime routine ½ hour before bedtime (ex: warm shower or bath, brush teeth, read, listen to soft music).
- Exercise daily (though not within three hours of bedtime).
- Consider non-addictive supplements such as Rescue Remedy Sleep or Melatonin.
- If lactose tolerant, consider drinking one cup of milk before bedtime.
- Remove all activities from the bedroom, including video games, TV, using phone, games, budgets and hobbies.
- Try “white noise.” Use fan or white noise sound machine.
- Purchase candle or another means to create relaxing smell such as lavender or vanilla.
- Learn and use progressive relaxation techniques.
- Keep a tablet or planner next to bed to jot down actions to follow up on so that you can give yourself permission to stop thinking about it.
- Eliminate caffeine and nicotine use, especially after 3:00 pm.
- Eliminate or limit alcohol intake before bedtime.
- Don’t eat large or heavy meals just before bedtime.

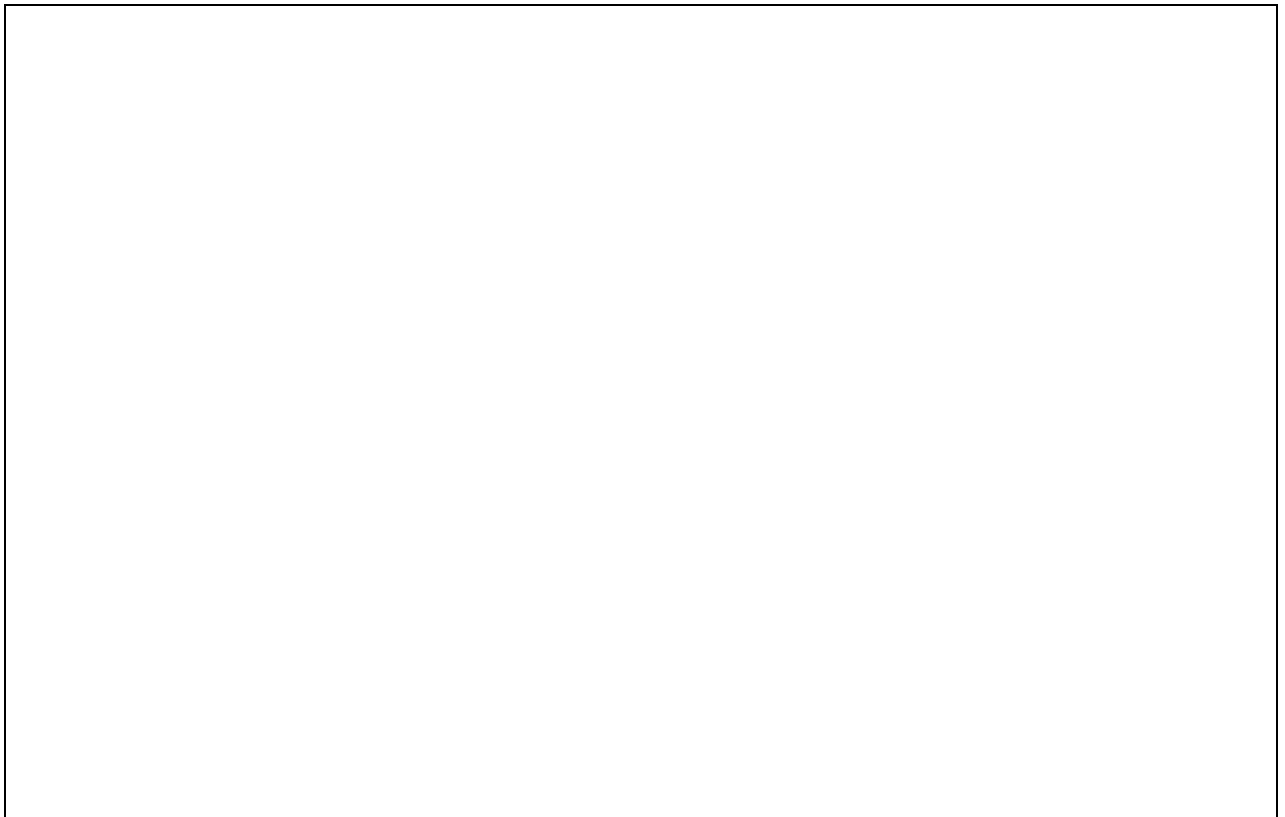
Share what you do to improve sleeping habits.

Goal #2: Improve study habits.

Activities:

- Limit study time to maximum of two hours at a time.
- Spread classes and homework out throughout the week so that homework and classes are not all crammed into large marathon blocks of time.
- Identify or create and specify a study environment that is conducive to task. Example: campus or public library, desk and upright chair, not on bed or lounge chair, away from TV and distractions. Arrange tools needed such as place for books, paper, computer/printer, access to internet, pens/pencils.
- Consider playing soft classical music to stimulate the brain, yet not distract. MP3 headphones are available in the campus library for this purpose.
- Read with a goal in mind as opposed to reading for comprehension. Example: find and highlight the main point or sentence for each paragraph. Read the chapter summary first and then set goal of finding summary points while reading the chapter. Keep highlighter or pen in hand to improve focus. Write in page margins the main point of the page or how this page relates to class lecture.
- Make use of tutoring resources on or off campus.
- Study with a friend or classmate.

Share what you do to improve study habits.



Goal #3: Improve time management.

Activities:

- Meet with counselor or life coach to learn how to create weekly schedule and how to effectively use planner.
- Use only one system, not multiple lists, calendars or planners. Include all personal, academic and work related activities on one planner.
- Include study time in weekly schedule.
- Enter all course syllabi information, such as test dates, paper due dates and quizzes into planner for the entire semester.
- Identify and adhere to a planning time each week for updating planner.
- Always have planner available to write information down as it occurs to you.
- Take a personal development class such as PDC 130 Study Skills and Time Management (1 unit) or PDSS 101 Study Strategies for Students with Disabilities (1 unit) or PDC 120 College and Career Success (3 units).

Share what you do to improve time management.

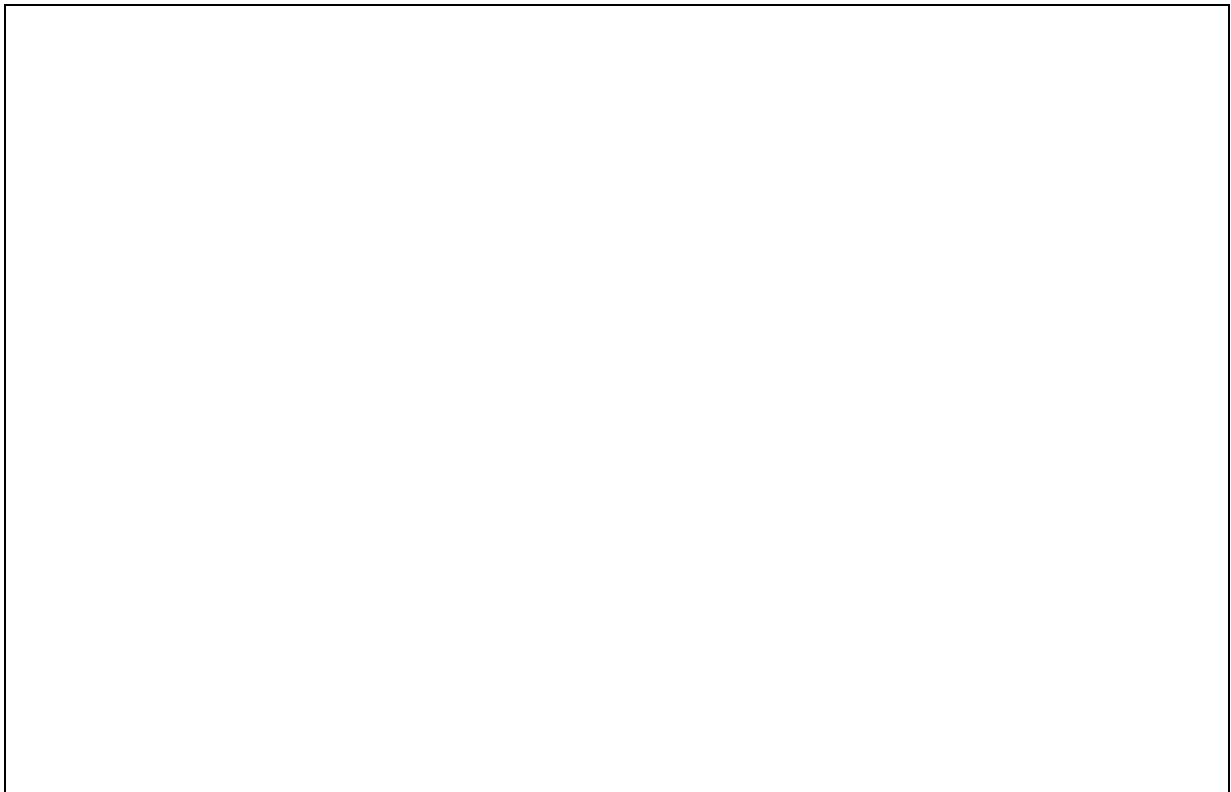
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Goal #4: Improve health.

Activities:

- Take multi- vitamins every morning (not as effective in the evening).
- Have breakfast.
- Include Omega 3s, especially fish oil supplements, in daily intake.
- Cardiovascular exercise daily for at least 30 minutes. Examples: walking, running, treadmill, swimming, jump roping, bicycling, aerobic dance.
- Learn meditation or yoga and include in daily schedule.
- Consider seeking neurofeedback treatments.
- Limit use of TV and video games.
- Take a nutrition course such as HED 155 Realities of Nutrition (3units).
- Plan healthy meals ahead of time.
- Eliminate or reduce soda and sugar intake.
- For dinner eat meals light on starch and sugar and reduce snacks.
- See a licensed health care professional.
- Take prescribed medication.
- Get a health appraisal.

Share what you do to improve your health (including mental health).



Goal #5: Improve academic performance.

Activities:

- Meet with a counselor at least once each semester.
- Always have an up-to-date academic plan.
- Take one or more personal development courses.
- Sit toward the front of class.
- Regularly meet with instructors during their office hours.
- Use tutoring services.
- Do homework and attend all classes.
- Consider advantages of taking summer and short term courses.
- Consider advantages of taking full-time load.
- Reduce work hours.
- Party less.
- If DSPS eligible, make use of accommodations.
- Make use of priority registration and choose instructors carefully using ratemyprofessors.com website and/or ask tutors and classmates.
- Before enrolling, go to bookstore and examine course textbook to assess if your academic skills match course rigor.
- Organize binders, folders and backpack and separate by course/subject.
- Request instructor progress reports mid-semester (form at EOPS and DSPS).
- Learn more about AD/HD. Write a research paper about AD/HD for a class assignment.

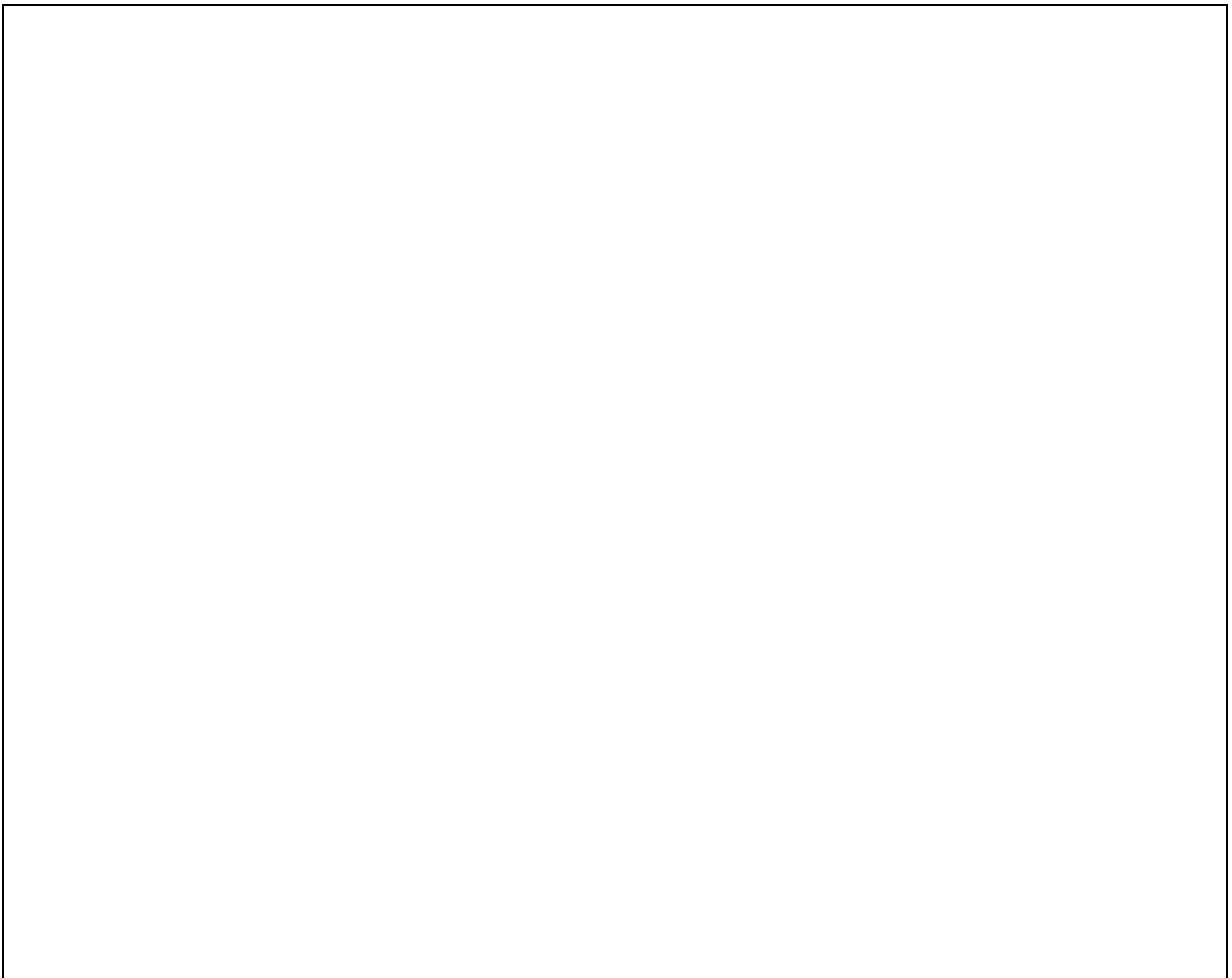
Share what you do to help you improve your academic performance.

Goal #6: Improve social skills.

Activities:

- Meet with a counselor or therapist.
- Learn to say “no.”
- Set boundaries for yourself and others.
- Spend more time working on yourself than others.
- Take an effective communication workshop on campus or attend an effective communication class through adult schools or community education.
- Learn when to speak up and when to keep quiet.
- Practice or role-play with your life coach social and/or family scenarios that are challenging you.
- Practice good hygiene.
- Listen more.

Share what you do to improve social skills.

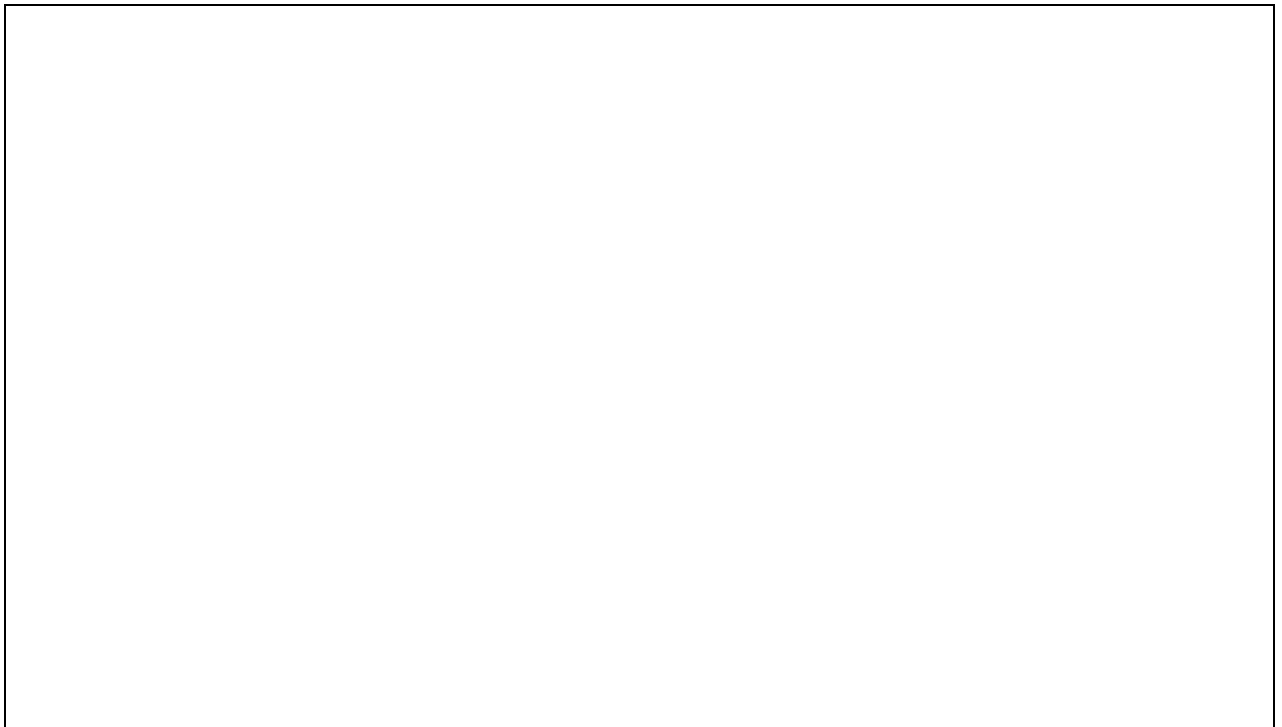
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Goal #7: Work on life balance.

Activities:

- Schedule personal time throughout the week.
- Align exercise and/or hobbies with significant others to create time for building and maintaining relationships.
- Set clear written goals for yourself and share with your life coach and significant others. Visualize how you want to be. Refuse to admonish yourself for not living up to your own expectations.
- Establish a daily quiet time for you. Perhaps this can be incorporated with exercise or yoga.
- Organize home. Establish places for keys, purse, wallet, coats, mail, etc. Use drawer organizers to hide and organize clutter.
- Work with your life coaching on following problem solving processes, i.e., clarify the problem, brainstorm possible solutions, choose the best solution(s), act, evaluate results.

Share what you do to work on life balance.

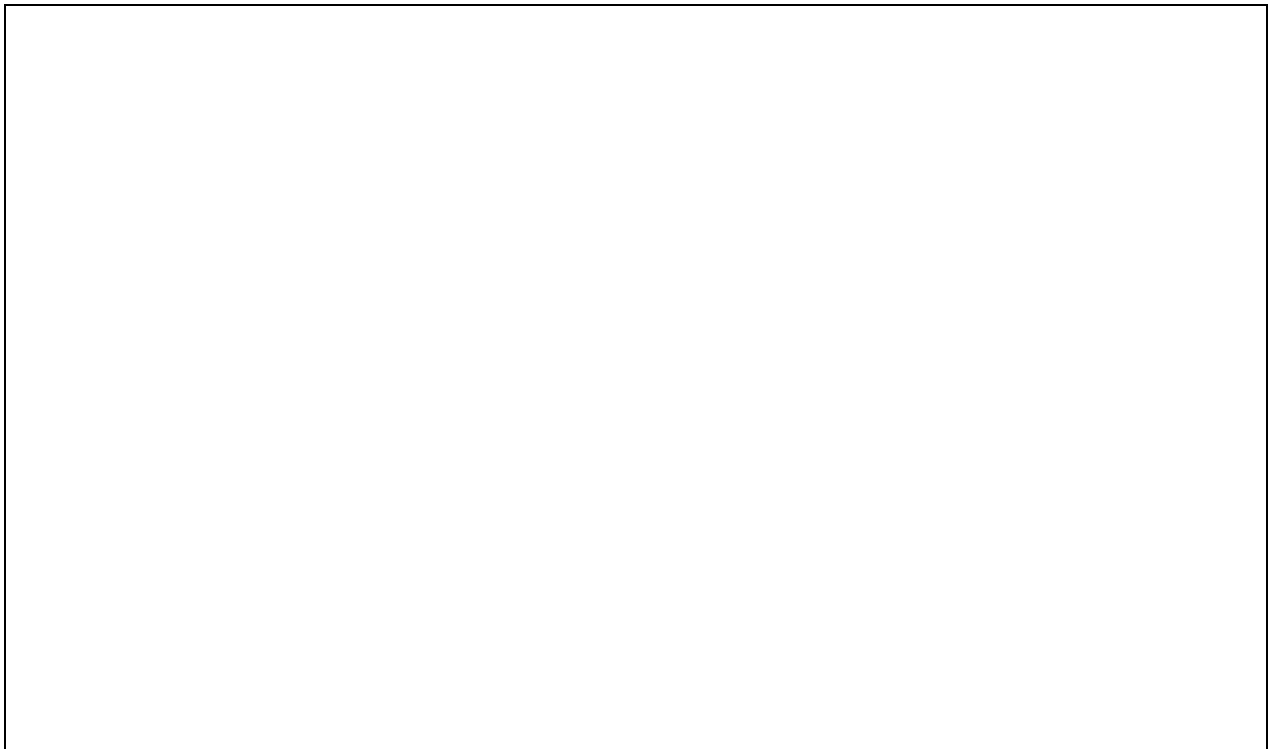
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Goal #8: Improve money management.

Activities:

- Monitor expenditures for one month to create baseline.
- Eliminate or reduce unnecessary expenditures such as Starbucks coffee and snack foods that add up.
- Create system using envelopes or manila folders to sort money into categories based on established expenditures. Example: depending on when you get paid, sort money weekly, bi-weekly or monthly into folders....one for rent, one for utilities, one for transportation, etc.
- Include account or file for depositing 10% reserves for emergencies and unplanned for expenses.
- Take a money management class such as Bus 195 Personal Finance (3 units).
- Meet with financial aid advisor.
- Apply for financial aid.
- Apply for scholarships.

Share what you do to help improve money management.

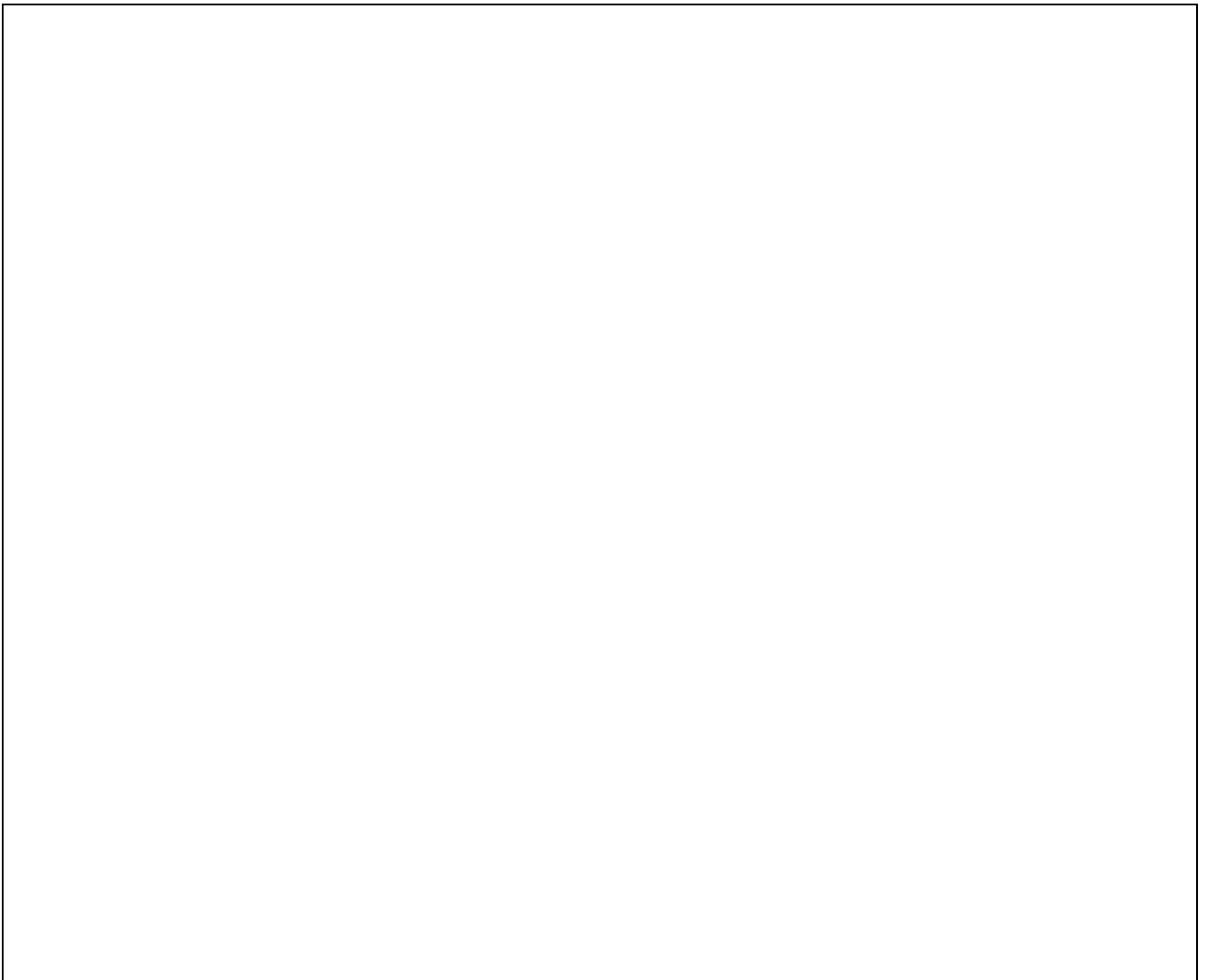
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Goal #9: Limit or reduce use of alcohol or drugs.

Activities:

- Attend weekly AA meetings.
- Attend “Friends of Bill W” meetings on campus.
- Talk with a counselor on campus.
- Make an appointment with a therapist.
- Schedule displacement activities during time of substance use.
- Change network of friends, environments and/or activities that support substance abuse.

Share what you do to reduce the use of alcohol or drugs.

A large, empty rectangular box with a thin black border, intended for the user to write their response to the prompt above.

Goal #10: Improve parenting skills.

Activities:

- Meet with a counselor, life coach or therapist for tips.
- Create family rules and schedules and be consistent in expecting children to adhere to these rules.
- Create a list of household chores and identify who does what chores (include you). Be specific, i.e., what and at what time/day will it be accomplished. What are the consequences if it is not done?
- Create routines for bed, dinner, getting ready in the morning. Be specific.
- Stick with rules, schedules and consequences. Don't punish. Punishment only leads to learning how to avoid punishment, not the intended behavior change.
- Talk with teachers to formulate a plan of action for your child if appropriate.
- Find daily periods to just be with your children and listen (not tell). Be available for them to talk even if occasionally they don't. Be interested in what is important to them, even if it is not an interesting subject for you.
- Create an organized environment at home.

Share what you do to help improve parenting skills.

Engagement Opportunities

Student clubs and organizations enrich life at Grossmont College by providing numerous leadership opportunities for students, as well as a place to enhance social and professional connections. Getting involved at Grossmont College is easy. Simply join one of our existing campus organizations - or create your own! Go to <http://www.grossmont.edu/campus-life/clubs-orgs/current-student-organizations-clubs.aspx>

The Network and Leadership Club was founded by Peer Mentors in the Fall of 2017. This would be a great place for your mentee to participate and feel engaged on campus.

Recommended activities to help students feel connected to campus:

Mentor/Mentee contacts are not limited to telephone calls, e-mail, and formal sessions. There is a wide variety of activities that can benefit your mentor/mentee relationships and help to reach semester goals and objectives. You are encouraged to keep meetings on campus grounds rather than off campus. The following list of activities will provide more ways to get to know your mentees and connect them to the college.

- Arrange to have lunch or coffee in the student center or Cafe 200. The informal environment may provide a good opportunity to get to know more about your mentee. This can be a time for mutual sharing about general background, family, and interests.
- Attend theater performances, athletic events, or cultural events on campus. If there is a reception, lecture, or honorary event for a person in a field of interest to your mentee, make arrangements to attend together.
- Find out each other's favorite authors or type of reading. Take your mentee to a campus book reading or go to the library and try to find books by these authors.
- Visit a four-year university through the Transfer Center. Go with your mentee to SDSU, USD, or UCSD.
- Go with your mentees to the Grossmont College Career Center to research career interests.

Spring 2018 Academic Calendar

Full Semester Courses	January 29 - June 4	
Holiday (Martin Luther King Jr. Day)*	January 15	
Late Registration and Add Codes Required	January 29 - February 9	
Last Day to Drop Classes Without a "W" on Your Record	February 9	
Last Day to Apply for Refund	February 9	
Holiday (Presidents' Day)*	February 16 - 19	
Last Day to Apply for P/NP (CR/NCR)	March 2	
Last Day to Apply for Spring 2018 Graduation	March 9	
Spring recess (no classes)	March 26 - 31	
Holiday (spring holiday)*	March 30 - 31	
Last Day to Drop Classes	April 27	
Holiday (Memorial Day)*	May 28	
Final Examinations	May 29 - June 4	
Instructor Grade Deadline	June 7	
8-Week Sessions	January 29 - March 24	April 2 - May 26
Late Registration and Add Codes Required	January 29 - February 2	April 2 - April 6
Last Day to Drop Classes Without a "W" on Your Record	February 2	April 6
Last Day to Apply for a Refund	February 2	April 6
Last Day to Apply for P/NP (CR/NCR)	February 9	April 13
Last Day to Drop Classes	March 9	May 11
Instructor Grade Deadline	March 12	May 29

* College and District offices closed

**ADULT RE-ENTRY,
STUDENT EMPLOYMENT &
CAREER CENTER**

Bldg. 60, Room 146

Mon-Tues 9am-6pm
Wed-Thurs 9am-5pm
Fri 9am-1pm

Adult Reentry: (619)644-7697

Student Employment: (619)644-7611

Career Center: (619)644-7614

- Adult re-entry orientations and seminars
- Career assessments
- Career development counseling
- Job search instruction: resume, interview, and application preparation
- Student online employment services
- Career library

**DISABLED STUDENTS
PROGRAMS & SERVICES
(DSP&S)**

Bldg. 60, Room 120

Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm
Fri 8am-1pm

Phone: (619)644-7112

VP: (619)567-7712

Academic and support services for students with disabilities

VETERANS RESOURCE CENTER

Bldg. 21, Room 253

Mon-Tues, 8am-6pm
Wed-Thurs 8am-5pm
Fri 8am-1pm

Phone: (619)644-2237

- Computer assistance
- Peer support, mentoring
- Financial aid information and application assistance
- Referral to on/off campus resources

TRANSFER CENTER

Bldg. 10, Room 173

Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm
Fri 8am-1pm

Phone: (619)644-7215

- Assistance with transfer to any four-year college or university
- One-on-one counseling for UniversityLink students and Pre-professional majors
- Transfer workshops

CAWORKS/NEW HORIZON

Bldg. 60, Room 125

Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm
Fri 8am-1pm

Phone: (619)644-7552

Services including child care funding, textbook assistance, work study and tutoring for students receiving public assistance and/or students enrolled in vocational programs

EOPS/CARE

Bldg. 60, Room 125

Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm
Fri 8am-1pm

Phone: (619)644-7617

State funded program for economically and educationally disadvantaged students, offering:

- Priority registration
- Personal/academic counseling
- EOPS grants/book vouchers
- Summer Institute

STUDENT HEALTH SERVICES

Bldg. 60, Room 130

Mon-Thurs 9am-5pm
Fri 9am-1pm

Phone: (619)644-7192

- Health education & wellness events
- Health outreach programs
- Prevention/resource fairs
- Mental Health Counseling
- Health screenings
- Blood Drives
- Flu shots
- Immunizations/seropositivity tests
- TB Testing
- First Aid
- Injury/illness assessment
- Low cost medical/dental care referrals
- Health Insurance information/referrals

**LEARNING & TECHNOLOGY
RESOURCE CENTER**

Bldg. 70

Mon-Thurs 8am-9pm
Fri 8am-3pm

Tech Mall Phone: (619)644-7748

Library Phone: (619)644-7355

- Assistive Technology Center
- ESL/Independent Studies
- English Writing Center
- Library
- Math Study Center
- Tutoring Center
- Open Computer Lab

ASSESSMENT CENTER

Building 10, Room 172

Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm
Fri 8am-1pm

Phone: (619)644-7200

- Assessment/Placement Testing
- TOEFL Testing
- Prerequisite Clearances

FINANCIAL AID

Bldg. 10, Room 109

Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm, Fri 8am-1pm

Phone: (619)644-7129

- Grants
- Work Study
- Loans, Fee Waivers, etc.
- Scholarships

Grossmont College Mission:

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential and to developing enlightened leaders and thoughtful citizens for the local and global communities.



PUBLIC SAFETY

Parking Structure, Lot 5
Open 24 hours
Law Enforcement

Emergency Phone: 911

- Life-threatening situations, medical emergency, fire, crime/disturbance in progress, chemical spill

Non-Emergency Phone: (619)644-7800

- Crime report (not in progress), suspected drug activity, request for presence to preserve peace

Campus & Parking Services

Phone: (619)644-7654

- Automobile assistance, lost & found, parking citations/enforcement, safety escorts

GRIFFIN DINING SERVICES

Griffin Foodcourt

Griffin Student Center

- Mon–Thurs 7:30am–7:30pm; Fri 8am–2pm
- Food: Grill/Salad/Pizza/Sandwiches

Java Market

Griffin Student Center

- Mon–Thurs 7:30am–7pm; Fri 8am–2pm
- Peet's Espresso Bar/Market

Griffin Market

- Mon–Thurs 8am–2pm; Fri closed
- Starbucks Espresso Bar/Smoothies

Café 200 Market

- Mon–Thurs 8am–2pm; Fri closed
- Snacks/Food; Peet's Brewed Coffee

ADMISSIONS & RECORDS

Bldg. 10, Room 150

- Mon–Tues 8am–6pm
- Wed–Thurs 8am–5pm, Fri 8am–1pm
- **Phone: (619)644-7186**

- Admissions & Registration
- Transcripts
- Student ID Card
- Veterans Services
- International Student Admissions
- Graduation Evaluation

CAFYES FOR FOSTER YOUTH

Bldg. 60, Room 125

- Mon–Tues 8am–6pm, Wed–Thurs 8am–5pm
- Fri 8am–1pm
- **Phone: (619)644-7617**

- This state-funded program provides extra support to students who were in foster care.
- Specialized academic, career, personal and crisis counseling
- Extra book money
- Transit or gas cards
- Grant money

WELCOME TO GROSSMONT COLLEGE!

- Application and registration start online at www.grossmont.edu.
- Once registered, get your college photo ID at Admissions & Records. Bring a form of photo ID such as California license, passport, etc.

- An orientation video and self-guided tour is available at www.grossmont.edu keywords: "video orientation" or use the QR code reader on your smartphone.



- Never miss a deadline! Download the FREE iPhone or Android GradGuru app to stay up to date on Admissions & Records, Financial Aid and Counseling deadlines.

STUDENT AFFAIRS

Bldg. 60, Room 204

- Mon–Thurs 8am–5pm
- Fri 9am–1pm
- **Phone: (619)644-7600**

- Associated Students of Grossmont College, Inc.
- Inter-Club Council
- Student clubs and organizations
- Leadership programming
- Activity programming
- Student discipline
- Student grievance process
- Campus Posting
- Free Speech

STUDENT ACTIVITIES WINDOW

Bldg. 10, Next to Financial Aid

- Mon–Thurs 9am–5pm
- Fri 9am–1pm
- **Phone: (619)644-7602**

- Semester/monthly transit passes
- Benefit cards (purchase for discounts on and off campus including movie tickets, bookstore discounts, food, etc.)
- Outgoing fax service
- Postage stamps

Note: Transactions are cash only.

CASHIER'S OFFICE

Bldg. 10, Room 110

- Mon–Tues 8am–6pm, Wed–Thurs 8am–5pm, Fri 8am–1pm
- **Phone: (619)644-7660**

- Payment of fees/Payment of Parking Tickets

Note: Parking permits must be purchased via WebAdvisor and will be mailed within 3 business days.

COUNSELLING CENTER

Bldg. 10, Room 162

- Mon–Tues 8am–6pm,
- Wed–Thurs 8am–5pm
- Fri 8am–1pm
- **Phone: (619)644-7208**

- Academic/Transfer Counseling
- Career Counseling
- Personal Counseling
- College Success Strategies
- International Student Counseling
- Orientation/Advising
- Counseling Classes
- Veterans Counseling

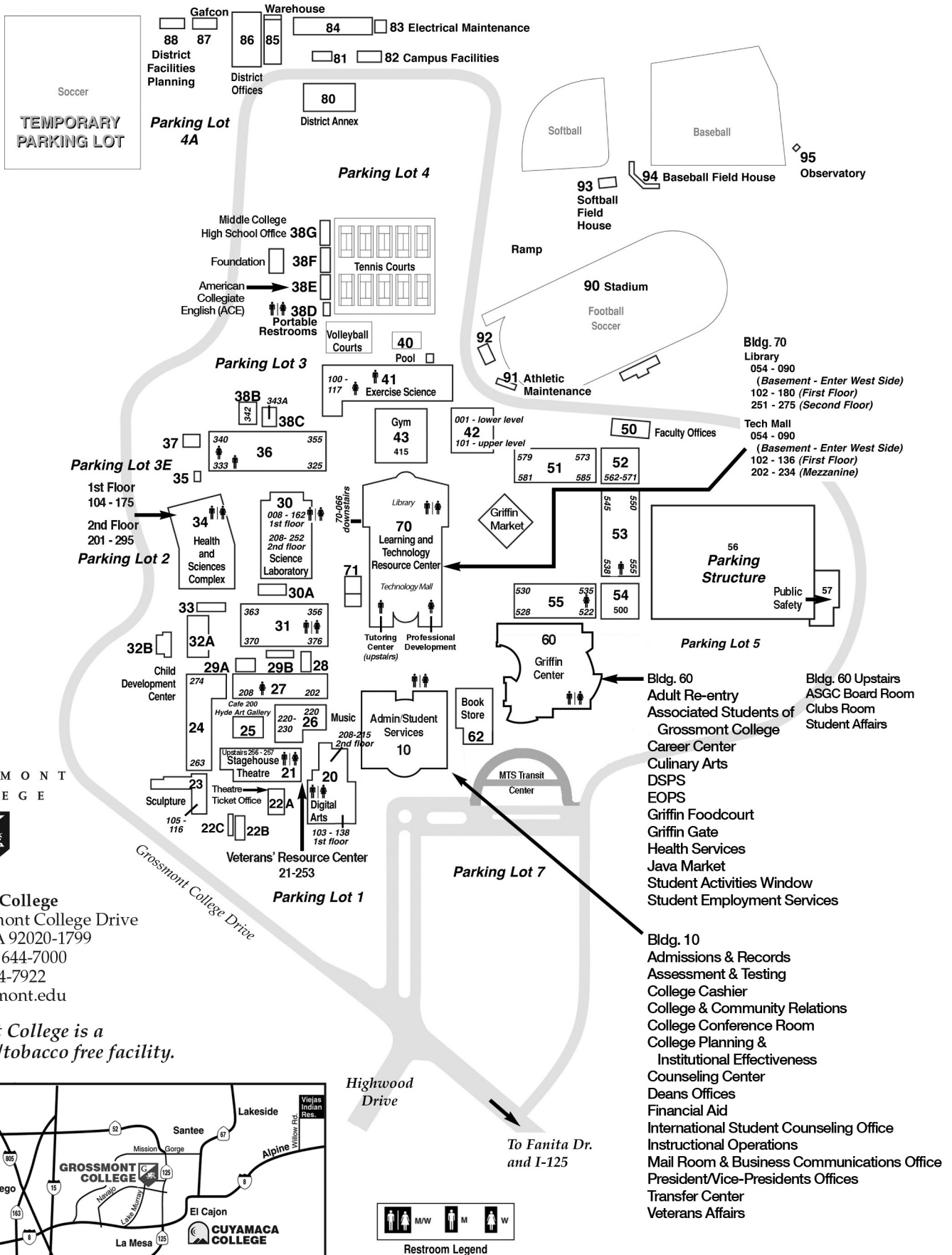
BOOKSTORE

Bldg. 62, Room 600B

- Mon–Thurs 7:30am–7pm, Fri 7:30am–2pm
- **Phone: (619)644-7674**

- Purchase textbooks, supplies, snacks
- Book rental program

Grossmont College Campus Map

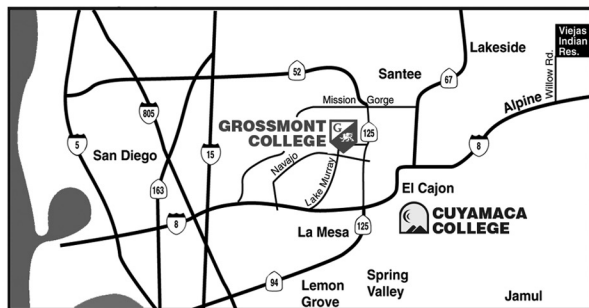


GROSSMONT COLLEGE



Grossmont College
 8800 Grossmont College Drive
 El Cajon, CA 92020-1799
 Phone (619) 644-7000
 Fax (619) 644-7922
 www.grossmont.edu

*Grossmont College is a
 smoke free/tobacco free facility.*



Highwood Drive
 To Fanita Dr. and I-125





Peer Mentor Spring 2018 Mentorship Agreement

This document needs to be signed and turned in before February 7th, 2018 in order for your time sheet to be approved.

As a Peer Mentor, you will play an important part in providing support and guidance to first-year students at Grossmont College.

Your Responsibilities to your Mentees:

You will not release any personal or academic information about your student mentees to any unauthorized persons, including your own family and friends. Personal information may be shared with your peer mentor coordinator and our Title V Personnel in Room 10-102.

- 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 mentees primarily through email, telephone, group activities, and in-person meetings. One-on-one meetings with each student mentee will occur on campus, and all contact should be reported in your contact log sheet.
- You agree to communicate weekly with your mentee by email or phone, meet individually with each mentee as described in the Peer Mentor Handbook, and meet with your group of mentees as described in the Peer Mentor Handbook.
- If you are unable to maintain contact with your student mentees, you will contact the Peer Mentor Coordinator before ending the relationship.
- You understand the boundaries, parameters, and limitations of the mentor-mentee relationship. Specifically, that a mentor is NOT: a surrogate parent, a professional counselor or therapist, a social worker, a lending institution, or a playmate or romantic partner. If you have further questions or are unclear about mentoring over the course of the year, it is your responsibility to contact the Peer Mentor Coordinator.

If found to be romantically or sexually involved with your mentees you will be immediately relieved from your position as a mentor.

Your Responsibilities to the Mentoring Program:

- Employment as a peer mentor (an hourly employee of the Grossmont-Cuyamaca Community College District) full-time student status is required. Full-time is defined as being enrolled in 12 units and above, with at least one class at the Grossmont-Cuyamaca Community College District. As an employee of Grossmont College, you agree to maintain a full-time student status during the academic year. Any changes in your full-time status must be reported to your peer mentor coordinator. Your employment as an hourly employee through peer mentoring is contingent on being a full-time student.

- **You agree to attend all meetings and events and respond to Peer Mentor Coordinator’s E-mail and Voicemail.** Being out of reach for more than one week will result in being relieved from your position as a mentor. Missing more than 2 mandatory meetings will also result in being relieved from your position as a mentor.

- You agree to complete and turn in all forms relative to your peer mentoring. This includes journaling your peer mentoring efforts and submitting them before your time sheet is due. Your time sheet will not be approved without documentation of your peer mentoring efforts. A time sheet that is not approved results in non-payment.

- You agree to notify the peer mentor coordinator with any change in your address, phone number or changes in your availability to participate as a mentor.

- While serving as a peer mentor, you agree to act responsibly and professionally, observing Grossmont College’s student code of conduct at all times. You also agree to complete your “Get Inclusive Training” in compliance with Title IX guidelines.

In cases of Emergency

- If your mentee is in immediate danger or a threat to themselves or others – call 911
- Call Health Services at 619-644-7192 for personal/crisis counseling situations which include, but are not limited to the following: grief and loss, anxiety and depression, suicidal thoughts, sexual assault, stress management, any issues interfering with student success. A counselor will be available to assess the situation and to provide the appropriate counseling services and/or referrals, as needed.
- If Health Services is closed, call the Crisis Hotline at 1-800-479-3339, or 911

By signing this contract, I agree that I have read and understood this contract. I understand that if I am found to be in violation of the terms set forth by this contract, my position as a mentor will be terminated or up for review as warranted by the situation.

Mentor Name (PLEASE PRINT) : _____

Mentor Signature: _____

Date: _____



Mentor & Mentee Spring 2018 Mentorship Agreement

Peer Mentors at Grossmont College are recommended by faculty based on their leadership and academic talents as well as their overall interest in helping others. In addition, Peer Mentors receive specialized training as preparation to better assist first-year students transition to college life. Both Peer Mentors and Mentees will achieve personal and professional growth by developing a relationship that will consist of the following;

- Weekly communication (by email, text, or phone)
- Individualized in-person meetings
- Participation at on-campus engagement events

Mentees will benefit by getting support that will lead to improved academic performance. Furthermore, Mentees will learn how to cope with the many challenges that come with being a college student. Peer Mentors will benefit by putting in practice leadership and professional skills that future employers and universities often seek.

Peer Mentoring Guidelines

Initial Contact – prior to the start of the semester:

- Introductions
- Schedule first meeting

First meeting - Before the end of the second week of the semester:

- Work on “Challenges Questionnaire & Goal Setting” forms to start the conversation of Mentee’s needs and concerns
- Get to know your Mentor/Mentee, discuss what the Peer Mentor/ Mentee relationship will look like, set boundaries
- Use an academic planner to model time management and create a layout for the semester
- Create an ongoing meeting schedule (based on mutual availability)
- Collect a copy of course syllabi from Mentee (for all courses)
- Sign an agreement to meet as needed and to adhere to program guidelines

Continued meetings:

- Contact will be maintained
 - weekly through email followed by a text or a phone call
 - monthly with at least one in-person meeting (individual or with group).
- Notify the other party at least 24 hours in advance of any schedule changes affecting meetings.
- Mentees with two missed meetings (without notification as stated above) will result in the cancellation of all future in person meetings.
- The mentoring partnership is effective through the contract period (one semester), yet it is encouraged that the partnership be maintained at least for one year.

Responsibilities of the Mentor:

- Maintain high level of professionalism.
- Serve as a positive social and academic role model.
- Connect Mentee to services on campus.
- Provide Mentee with social support.
- Share knowledge about being a Grossmont College student.
- Report any problems with Mentees to the Peer Mentor Coordinator (irene.palacios@gcccd.edu)
- Maintain scheduled appointments
- Respond to Mentee questions in a timely manner
- **Mentors are not tutors** and will not provide personal tutoring to Mentees

Responsibilities of the Mentee:

- Clearly communicate your questions, needs, and concerns to your Mentor.
- Create goals and work on time management with Mentor
- Accept constructive feedback.
- Contact Mentor by email or phone to provide them with updates and show appreciation.
- Maintain scheduled appointments.
- Complete an evaluation of the effectiveness of the mentorship program & provide suggestions for improvement.
- Report problems with your Peer Mentor to the Peer Mentor Coordinator (irene.palacios@gcccd.edu)

Ineffective mentorship pairings are subject to reassignment upon request from either the Mentor or Mentee. If Mentee and Mentor are in the same class, reassignments are also warranted.

- By signing, I agree that I have read and understood this agreement. In order for peer mentoring to be effective, both the Peer Mentor and Mentee have to contribute and do their part. Furthermore, Mentees with two missed meetings (without 24 hour notification) will result in the cancellation of all future one-on-one meetings.
- By signing I also agree to complete my *Get Inclusive Training* in compliance with Title IX guidelines and adhere to Grossmont College's student code of conduct.

Mentee Name (print name) _____

Mentee Signature: _____

Mentee ID Number: _____ Mentee Email: _____

Mentee Phone number: _____

Mentor's Name (print name) _____

Online Mentor Evaluation Form

Every mentee will have the opportunity to evaluate their mentor. Below are a sample of questions that will appear on the evaluation form.

Sample of an evaluation your mentee will complete online

The purpose of this evaluation is to 1) determine if your mentor provided the assistance needed to help you make the transition to college, and 2) determine if your mentor provided you with the knowledge and assistance needed to help you achieve your semester goals, and 3) solicit your comments and recommendations on peer mentoring that helped you the most and those that need to be improved.

Please use the scale below to evaluate the following aspects of Peer Mentoring.

5 = Strongly Agree, 4 = Agree, 3 = Somewhat Agree, 2 = Disagree, 1=Strongly Disagree

- 1) My mentor contacted me each week during the semester to see how I was doing.
- 2) My mentor was easy to contact and responded in a timely manner to my messages and concerns.
- 3) My mentor listened to my concerns and questions.
- 4) My mentor was able to refer me to the appropriate services on campus when I needed help.
- 5) My mentor explained the purpose, goals, and expectations of our relationship clearly. I felt knowledgeable about what would be expected of me and my mentor throughout the semester.
- 6) When using student support services at Grossmont College, instructors and staff were friendly, supportive, and provided needed assistance.
- 7) When I needed assistance, my mentor was friendly and supportive.
- 8) Did you achieve your semester goals, please describe aspects of your mentoring relationship which helped you fulfill these goals.
- 9) If your semester goals were not achieved, please describe the difficulties/obstacles you and your mentor faced while trying to fulfill these objectives.
- 10) Your recommendations that will improve Peer Mentoring.
- 11) My mentor's name was

Mentee Academic Schedule & Time Management Profile

Help your mentee plan a realistic schedule that accounts for work and family responsibilities (including leisure time) incorporate this with class and study time. **Keep a copy of each mentee's schedule for your records.**

TENTATIVE STUDENT COURSE WORKSHEET						
	Course Name	Days	Time	Units	Room No.	Instructor
Alternates						
TENTATIVE STUDENT WEEKLY SCHEDULE						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:30AM						
7:00						
8:00						
8:30						
9:00						
9:30						
10:00						
10:30						
11:00						
11:30						
12:00 noon						
12:30pm						
1:00						
1:30						
2:00						
2:30						
3:00						
3:30						
4:00						
4:30						
5:00						
5:30						
6:00						
6:30						
7:00						
7:30						
8:00						
8:30						
9:00						

Mentor Information Sheet & Academic Schedule

This document needs to be turned in before February 7th, 2018 in order for your time sheet to be approved.

Mentor Name:

phone:

TENTATIVE MENTOR COURSE WORKSHEET						
	Course Name	Days	Time	Units	Room No.	Instructor

TENTATIVE MENTOR WEEKLY SCHEDULE						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:30AM						
7:00						
8:00						
8:30						
9:00						
9:30						
10:00						
10:30						
11:00						
11:30						
12:00 noon						
12:30pm						
1:00						
1:30						
2:00						
2:30						
3:00						
3:30						
4:00						
4:30						
5:00						
5:30						
6:00						
6:30						
7:00						
7:30						
8:00						
8:30						
9:00						

Logging Mentee Contact

The following log sheet is an example of how to track contact with your mentee. If a mentee misses an appointment, follow up with an e-mail, text or phone call to make sure he/she is okay. Follow every meeting by journaling to document your peer mentoring activities. This log sheet will be collected every pay period. You will also go online to fill out a similar log <http://bit.ly/log4mentor> (You must complete BOTH the paper log and the online log)

Date	Mentee/Activity	Total Time	Reason for Contact	Form of Contact	Notes
Feb 7 2018	Print Name: Juan Dorantes Signature: <i>Juan Dorantes</i>	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input checked="" type="checkbox"/> 45 min <input type="checkbox"/> 60 min <input type="checkbox"/> _____	<input checked="" type="checkbox"/> Study Tips <input checked="" type="checkbox"/> Personal <input type="checkbox"/> Referral <input type="checkbox"/> Meeting/Workshop <input type="checkbox"/> Other _____	<input type="checkbox"/> Text <input type="checkbox"/> Email <input checked="" type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Other _____	Worked on time management, the demands of college life and how utilize resources on campus to do well this semester. Juan is having trouble at home with his parents.
Feb 9 2018	Print Name: Danny Palma Signature: <i>Danny Palma</i>	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 60 min <input checked="" type="checkbox"/> 2 hrs	<input type="checkbox"/> Study Tips <input type="checkbox"/> Personal <input type="checkbox"/> Referral <input type="checkbox"/> Meeting/Workshop <input checked="" type="checkbox"/> Other _____	<input type="checkbox"/> Text <input type="checkbox"/> Email <input checked="" type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Other _____	Mandatory Mentor Meeting
Feb 9 2018	Print Name: Juan Dorantes Signature:	<input checked="" type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 60 min <input type="checkbox"/> _____	<input type="checkbox"/> Study Tips <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Referral <input type="checkbox"/> Meeting/Workshop <input type="checkbox"/> Other _____	<input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> In-Person <input checked="" type="checkbox"/> Phone <input type="checkbox"/> Other _____	Followed up with Juan about his living situation. Let him know that we have counselors in student health who can help him out

In addition to completing the above mentor log online and on paper, you will have to enter your time into Workday. On Workday you will be required to identify a “time in” and “time out” so be prepared for that. You will also have to enter your time on a weekly basis. Workday and instructions on how to log on will be explained in the next few pages.

NOTE: Your meeting time with mentees is capped at 1 hour per mentee per week. It must be documented and nothing above 1 hour per week will be approved without prior authorization from the Peer Mentor Coordinator. You should also meet with your mentees in a group setting below is an example of how you can log this.

Feb 9 2018	Print Name: Group Meeting – see sign in sheet attached. Signature: Group Meeting – see sign in sheet attached.	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input checked="" type="checkbox"/> 60 min <input type="checkbox"/> _____	<input type="checkbox"/> Study Tips <input type="checkbox"/> Personal <input type="checkbox"/> Referral <input checked="" type="checkbox"/> Meeting/Workshop <input type="checkbox"/> Other _____	<input type="checkbox"/> Text <input type="checkbox"/> Email <input checked="" type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Other _____	I got together with my mentees to do a tour of the campus. We ended up in the Tech Mall and I helped them sign up for tutoring.
---------------	---	---	---	--	---

Title V- Vía Rápida Mentor Log

Mentor: _____ Month: _____ 20_____

Date	Mentee/Activity	Total Time	Reason for Contact	Form of Contact	Notes
	Print Name: Signature:	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 60 min <input type="checkbox"/> _____	<input type="checkbox"/> Study Tips <input type="checkbox"/> Personal <input type="checkbox"/> Referral <input type="checkbox"/> Meeting/Workshop <input type="checkbox"/> Other _____	<input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Other	
	Print Name: Signature:	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 60 min <input type="checkbox"/> _____	<input type="checkbox"/> Study Tips <input type="checkbox"/> Personal <input type="checkbox"/> Referral <input type="checkbox"/> Meeting/Workshop <input type="checkbox"/> Other _____	<input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Other	
	Print Name: Signature:	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 60 min <input type="checkbox"/> _____	<input type="checkbox"/> Study Tips <input type="checkbox"/> Personal <input type="checkbox"/> Referral <input type="checkbox"/> Meeting/Workshop <input type="checkbox"/> Other _____	<input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Other	
	Print Name: Signature:	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 60 min <input type="checkbox"/> _____	<input type="checkbox"/> Study Tips <input type="checkbox"/> Personal <input type="checkbox"/> Referral <input type="checkbox"/> Meeting/Workshop <input type="checkbox"/> Other _____	<input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Other	
	Print Name: Signature:	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 60 min <input type="checkbox"/> _____	<input type="checkbox"/> Study Tips <input type="checkbox"/> Personal <input type="checkbox"/> Referral <input type="checkbox"/> Meeting/Workshop <input type="checkbox"/> Other _____	<input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Other	
	Print Name: Signature:	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 60 min <input type="checkbox"/> _____	<input type="checkbox"/> Study Tips <input type="checkbox"/> Personal <input type="checkbox"/> Referral <input type="checkbox"/> Meeting/Workshop <input type="checkbox"/> Other _____	<input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> In-Person <input type="checkbox"/> Phone <input type="checkbox"/> Other	

Total Hours Worked: _____

Your total hours on this form must match the total hours on your time sheet and on Workday.

Time Sheets and Workday

In order to get paid you must turn in all documentation of your mentoring efforts in room 10-102 and enter your hours weekly on Workday (<https://www.myworkday.com/gcccd>). Documentation is due **on the 7th of each month**. Workday will close on the 10th of each month so make sure your final hours are entered before that. Paychecks can be picked up in the Mailroom next to the Dean's office at the **END OF THE MONTH** (unless you set up direct deposit).

- ✓ Weekend hours will NOT be approved.
- ✓ Workday asks for "Time in" and "Time out" for each day and closes on the 10th of the month.
- ✓ The guideline for peer mentoring efforts is 1 hour per week per mentee.
- ✓ You will also get paid for attending training, meetings and specified workshops.
- ✓ All documentation is due to room 10-102 on the 7th of each month.
- ✓ CHECK your email for updates and changes to these instructions.

Log In to Workday:

- Use Chrome, Firefox, Safari, Internet Explorer, or Microsoft Edge Workday recommends Chrome.
- Open a new window – not a new tab in the browser.
- Enter the following URL in the navigation bar at the very top of the browser. Don't use the Google/Yahoo/MSN search box. Yes, you need to enter the **https://**

<https://www.myworkday.com/gcccd>

- Enter your user name then press Tab or Enter. **first_last@gcccd.edu** Note: Ignore spaces in names. Use the hyphen for a hyphenated name.
- Wait! This initial screen will verify your account then load another screen for your password.
- Enter your password. The default is your birthdate. The month and date need two digits. Put in the leading zero if needed. The dashes are required. **wdMM-DD-YYYY**
- Welcome to Workday!
 - Optional. Bookmark this page.
 - Navigation: Press the "Home" icon (top left corner) at any time to return to this page.

Log off from Workday:

- Press the "Home" icon on the top/Left of the screen.
- Press the icon (Cloud) next to your name on the top/right of the page.
- Press "Sign Out" at the bottom.
- **Important:** Close the Browser Window
- You may be tempted to just close the browser window instead of logging off. Don't. Sometimes, we all forget. It's most likely OK.
If you open the browser in a tab instead of a new window, close the tab, and you don't sign out, the browser will remember your login credentials. The next person logging into Workday will not be prompted for their user name and password; they will log in as you.

PEER MENTOR JOURNAL ENTRY

Mentor's Name: _____

Mentee's Name: _____ / Mentee's Signature: _____

Contact Date: _____

Method of Contact: E-Mail / Phone / Individual Meeting / Group Meeting

Description of Contact: (What did you talk about?)

Referrals/Recommendations:

Things to do/research for mentee:

Observations:

Things to follow up on at the next meeting:

QUESTIONNAIRE FOR IDENTIFYING CHALLENGES

Mentor's Name: _____

Mentee's Name: _____

Date: _____

Students face a variety of responsibilities throughout their college years. They are required to balance work, family, leisure, and study time; comprehending all types of subject matter as well as adjusting to different styles of teaching for each of their instructors. Most students are aware of these expectations and begin a semester with every intention of making it a successful one. However, as the semester progresses, students begin to face a number of factors that often cause a decline in performance.

Some of the factors that contribute to poor student performance are listed below. This questionnaire will help you identify your challenges before they cause difficulties in course work. Acknowledging areas in which you'll need to work on, will help you plan ahead. Your answers below will also help you and your mentor determine steps/objectives that you'll need to take to have a successful semester.

Circle the response that applies to you:

1. My biggest problem is finances. True / False
2. Sometimes, my letters and numbers get reversed. True / False
3. When I study, it is hard to concentrate. True / False
4. Even though I'm prepared for tests, I experience a lot of test anxiety. True / False
5. When I read, there are a lot of words I don't understand. True / False
6. When I have difficulty in a class, I'm not sure who to turn to. True / False
7. I don't feel comfortable telling my teacher that I don't understand the material. True / False
8. I find it difficult to find study time. True / False
9. It is difficult for me to study at home, but I'm not sure where else to go. True / False
10. I feel that it is important to attend college, but I feel unmotivated. I'm not sure how college will ultimately benefit me. True / False
11. I am uncomfortable working in a group. True / False
12. Transportation is a problem. I have difficulty finding reliable means of getting to and from work, home, and school. True / False

Other, please describe: _____

GOAL SETTING FORM

Mentor's Name: _____

Mentee's Name: _____

Date: _____

The following are short-term objectives that can be used to accomplish your semester goals. This method can also be utilized to develop objectives towards other long term goals in life as well.

The following are the short-term objectives which will be used to arrive at accomplishing your semester goals.

<u>Weekly Objectives</u>	<u>Progress/Date Completed</u>
1)	
2)	
3)	
4)	
5)	

Mentee's Signature: _____ Date: _____

Mentor's Signature: _____ Date: _____

Mentor's Name: _____ Contact Date: _____

ATTENDANCE SHEET FOR GROUP MEETINGS

Activity Attended: _____

Mentee (printed name)	Mentee (Signature)
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	

Observations:

Comments:

TAKING NOTES

TAKING NOTES

TAKING NOTES

TAKING NOTES

TAKING NOTES

TAKING NOTES

TAKING NOTES

TAKING NOTES

TAKING NOTES

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