COMMUNITY CONNECTIONS MENTOR TRAINING

GEORGIA STATE UNIVERSITY MULTICULTURAL CENTER
To you, our Peer Mentors, the Multicultural Center would like to sincerely thank you for extending your time to support our new students in the C Squared Mentorship Program! We know you have full schedules, but we appreciate you taking time to work with a new Georgia State University student. This opportunity will provide a one-on-one experience that will make our students feel welcome to the university as they get personalized guidance, direction, and encouragement. Please share your GSU experience with them to promote growth and learning as much as you can!

This presentation will provide you a resource guide to help you during your work with our mentees. But, as always, if you have any additional questions, please don’t hesitate to reach out and contact us!

Let’s have an amazing year in C Squared!

Sincerely,
Multicultural Center Staff
AGENDA

• Introductions
• C² Program Overview
• Mentor Mindset
• Student Development Resources
  – Goal Setting
  – Personal Responsibility
  – Self-Management
  – Emotional Intelligence
  – Self-Awareness
• Closing
C$^2$ PROGRAM OVERVIEW

• Purpose
  – The Community Connections Mentoring Initiative (C$^2$) is an opportunity for students to connect with each other, meet university faculty and staff, discuss topics, share ideas and build a culture of care at Georgia State University.

• Goals and Objectives
  – Teach students about the academic resources and support services available on campus
  – Develop multicultural competence
  – Enhance academic and personal/life skills
  – Promote their involvement in campus organizations and activities
  – Build lasting leadership skills
STUDENT EXPECTATIONS

• Student Learning Outcomes
  – Students who participate in programs will demonstrate multicultural competence through their ability to navigate intersecting identities, connecting their purpose with personal and academic goals
  – Students who utilize the Multicultural Center will be able to identify a sense of belonging within the university community, connecting their purpose with personal and academic goals

• Program Requirements
  – Attend monthly C^2 workshops in Multicultural Center
  – Attend spring retreat in January 2019
  – Monthly 1:1 meeting with each mentor
  – Attend monthly events within the GSU/Atlanta community
MENTOR EXPECTATIONS

• Meeting with Students
  – Meet with students monthly beginning in September
  – Each meeting should last about one hour
  – Discuss students’ list of goals
  – Monitor progress on program goals and learning outcomes

• Between Meetings
  – Evaluate and reflect on student growth
  – Complete feedback form twice a semester (see mentor resources)
  – Brief check-ins/notes of encouragement
MENTOR RESOURCES

• Advising Style
  – Develop a mentor philosophy
  – Prioritize meaningful interactions with mentees
  – Learn about GSU resources together
  – Practice regular feedback
  – (see mentor resources)

• Suggested Discussion Topics
  – Life at GSU: navigating landscape, building network
  – Mentor life experiences (academic and professional)
  – Current Events: discuss from political and social justice perspective
  – Highs, lows, and questions since last meeting
STUDENT DEVELOPMENT RESOURCES: GOALS

• Goal Planning and Progress
  – Identify areas where students want to improve
  – Complete goal handout (see mentor resources)
  – Set dates for goal progress and attainment
  – Hold student accountable for goal achievement
STUDENT DEVELOPMENT RESOURCES: RESPONSIBILITY

- Watch the broken escalator video.
- Read the difference between the victim and victor mindsets (handout). Also walk through the inner voices that accompany the victim and victor mindset (handout). Complete “The Language of Responsibility” handout.
The focus of this activity is to learn to act on purpose. Begin by listing all the ways you waste time (or at least as many as you can think of). Identify which ones are your top three. Review the time management quadrants and place them in one of the four quadrants. Repeat this process but list the ways you make the best use of your time. How does your victim voice respond to the activities in each quadrant? Victor voice? Which ones are habits you need to nourish and which ones are habits you need to break? For one week, practice saying “no” to a quadrant three or four action and replace it with a quadrant two action. The goal is to eliminate un-purposeful actions and do something your future self will thank you for.
STUDENT DEVELOPMENT RESOURCES: EMOTIONAL INTELLIGENCE

• On a sheet of paper, write your personal definition of self-esteem, you can revisit it later. Identify someone who has high self-esteem according to your definition (they can be dead or alive). Watch the video on self-esteem (link above). After watching the video, has your definition changed? Identify some of the ways a person can raise their self-esteem. What part does self-acceptance play in self-esteem? What are some life lessons for you to take away?
STUDENT DEVELOPMENT RESOURCES: SELF-AWARENESS

- This activity is something you can do with your mentee(s)
  - Or any group that needs help with developing self-awareness

- As a group, have the students list or describe the inner thoughts/voices that are highly critical and foster self-doubt. These can be things they personally feel or things that they have heard others say. Have students write these things down (handout). Then describe the ways to dispute your inner critic (handout). Afterwards, have students openly share things that their inner guide can say to build up belief in oneself. Next, have the mentors write a critical thought or doubt on an index card. Have then move around the room and read the card out loud to another person. Have the other person use one or more of the four ways to dispute the critique. Have the students switch cards and move to another partner. Do this for whatever time remains. At the end of the activity, have the students rip up the index card and throw the pieces in the air! (Then clean up).
AGREEMENT FORM

• Create mentor/mentee agreement form
• Here’s an example: (https://www.naspa.org/constituent-groups/professionals/nufp/get-involved)
CLOSING

• Thank you for your continued support of the Community Connections (C Squared) Mentor Initiative. If you have any questions regarding the training materials, please feel free to contact me anytime.
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