



Community Mentoring Manual

April 2021



Introduction

In this Manual we provide the concept and the procedure of the **Community Mentoring program**. All mentioned material can be found in the material box.

The program was developed within the Erasmus+-project: #Ibelong: Towards a Sense of Belonging in an Inclusive Learning Environment.

Authors

Miriam Burfeind
Thea Nieland
Tessa Brake
Charlotte Urra
Dr. Miriam Lotze

Designer

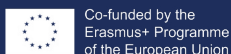
Tara Drev, Knowledge Innovation Centre

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Note

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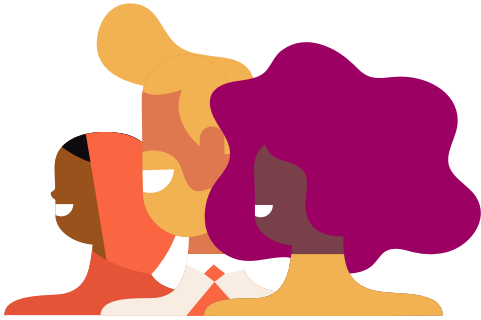
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THE COMMUNITY MENTORING

What you need to know

The Community Mentoring is a mentoring program developed within the Erasmus+ project #Ibelong: Towards a Sense of Belonging in an Inclusive Learning Environment.





The program focuses primarily on non-traditional students such as first-generation college students and students with migration experiences. Research shows that these student populations are often disadvantaged and feel less belonging. This is exactly where mentoring comes in: it provides support to these students, helps to reduce threshold fear and uncertainty.

Community mentoring is based on a peer-mentoring approach in higher education. In peer mentoring, students are in a symmetrical, non-hierarchical relationship with each other. Mentors are experienced students who support first-year students for at least one semester. Research suggests that significant others are important to educational decisions. Because mentors have had similar experiences in their first year of college, they are in a position to understand and support mentees.



Community mentors learn how to develop collaboration among groups of peers and how to engage student groups in their learning outside of the classroom. In this way, they support students in their independent learning strategies. Furthermore, mentors act as role models by sharing their personal academic journey (e.g., challenges during college, what they enjoy most, and how they study and prepare for exams). In this way, the mentoring approach fundamentally focuses on resources and successes. At the same time, the mentors themselves have a learning effect: by reflecting on their own biography and history, they become aware of their own study success.

The Community Mentoring Program is at best embedded in the other activities that are also provided by the #Ibelong project: the **Dialogue Days** and the **Team Teacher Reflection**. The mentors can be directly involved in the organization and facilitation of the dialogue days and also support and reflect the team teacher reflection.





MENTORS

Experienced students | Graduate students | 2. semester students

*Optimal number of mentors depending on the faculty's size

Acquisition of key qualifications
(communication & advice, leadership, ...)

Networks and strengthen sense of belonging

Certificate and soft skills, self-competences

(if applicable) financial incentives

(if applicable) Credit points in a seminar



MENTEES

First year students (non-traditionals)

*Optimal number of mentees depending on the faculty's size

Benefit from experiences

Get support in the first year

Help and advise

Learning strategies and collaborations

Informal contacts & networks

Contact person

THE COMMUNITY MENTORING

The Goals: What it is for

Community mentoring aims at achieving different goals. The goals are presented on three levels. Of course, individual goals of the institution can be added here.



SHORT-TERM GOALS

Students are empowered by being mentored

Student networks and peer learning communities are developed and expanded

Mentors are supported by training and supervise their experience and learning outcomes through mentoring

MEDIUM-TERM GOALS

The communication between students and teachers is improved in a sustainable way

Community-building mentors are established as contact persons and role models for undergraduate students

Interaction between students and their peers are supported and improved

The sense of belonging of students relating to the university is strengthened

LONG-TERM GOALS

The sense of belonging of students relating to the university and the department is supported and strengthened

Guidelines for a referential of competences related with the mentoring community can be developed

Learning, teaching and supporting is more inclusive

THE COMMUNITY MENTORING

The Concept: How to initiate the Community Mentoring at your institution

To facilitate the development of mentoring programs in diverse contexts in higher education and course programs, we briefly present the overall structure and process of the community mentoring.



Development of the Program: What steps to take

1. Developing a recruiting strategy for mentors

The chosen recruiting strategy should reflect the particularities of the respective institution. Do you want to establish a large-scale mentoring program at an institution as a whole? Do you want to implement a mentoring program within a delimited department? Depending on the scale and embedding of the program, the recruiting strategy may look very different and involve different stakeholders.

In general, mentors can be a) graduate students in master programs of the university or b) advanced bachelor-students. To motivate students to engage as a mentor, it is helpful to focus on their learning impact when they become a mentor. **Advertisement** for the mentoring program can be created based on the specific competencies students can enhance during their work as a mentor. Common values mentors should ideally share, skills that students can enhance as mentors and tasks that mentors will have to deal with are illustrated in the figure below. An exemplary posting for a mentoring program, based on this mentor profile can be found in the material box.

Other than personal growth and learning, incentives to take part in the mentoring program might be a salary or an expense allowance, if there are resources available at the respective institution. If study programs and examination regulations consider soft skills or key competencies, it might also be attractive to earn credit points as compensation for the participation as a mentor.

To reach out to the targeted group of advanced students, it is crucial to involve all relevant stakeholders to spread the word and distribute the advertisement. Depending on the scale of the program this might be teaching staff in the respective cohorts, student councils, deans of students, and/or appropriate committees at your institutions. In addition, events that gather many students and/or have a focus on diversity may be targeted for direct advertisement, such as the Dialogue Day.



A mentor's profile
COMMUNITY MENTOR



VALUES

Open-minded | Dedicated Sincerely | Helpful | Impartial Target-oriented | Lens



SKILLS

Be able to:
listen | communicate | create trust | reflect oneself | to put oneself in the position of others | identify problems



TASKS

support | understand | advise | share experiences | identify/solve problems | provide orientation | organize events

2. Developing a recruiting strategy for mentees

Similar to the recruiting strategy for mentors, the one for mentees should be tailored to the individual needs of the respective institution. Mentees can be a) bachelor-students in the first year of studying or – considering the objectives of the mentoring-program – b) advanced bachelor-students in transition to become master-students. The target groups should be defined by the institution (e.g. migrant students, first generation students, students with specific educational and/or individual backgrounds). For instance, mentees can be recruited in welcoming sessions, via teachers in large classes, and more and more importantly also via social media. We recommend using **multiple channels to advertise** the mentoring program.

3. Developing a training-concept to train the mentors

To ensure a high quality of the peer-to-peer mentoring program, students should be **prepared and trained** to fulfill their role as a mentor. The objectives of the mentoring-training in order to strengthen inclusive learning environment can focus on the following aspects: Mentors are trained to a) create **awareness of diversity** and heterogeneity in relevant cultural pedagogies and also to be sensitized for diverse, **individual student-biographies** in (higher) education, b) **enhance mentoring-skills** (e.g. support diverse student populations, reflecting their own resources and their successful study-strategies, training the method of storytelling and working on their own biography to reflect chances and challenges). The training can take the form of a (online) workshop and/or online materials. In the material box, exemplary training content and extended (online) tools to be used for the training are provided. Depending on the specific aims of the program, group size, resources available in time and staff, and training expertise the training can and should of course be adapted. For instance, if there is less time, aspects that are intended to be discussed in pairs or small groups first can directly be discussed in the plenary.

Also, it is possible to provide inputs before-hand as online material and focus on discussion and practical exercises during the workshop in the sense of a blended learning approach.

4. Matching the tandems

Since it is important to tailor the tandems so that they can learn from each other and build a **successful mentor-mentee** relationship, some aspects should be considered (e.g. studies, degree, age, gender, social / ethnic background, hopes and expectations, hobbies, ...). Once the matching criteria have been specified, these aspects and corresponding preferences with regard to the mentoring partner have to be assessed. This can be done in an application or matching form that mentors and mentees fill in. Depending on the size of the program, matching can then be done either manually or (partly) automated. In large-scale mentoring programs, (partly) automated matching by developing an algorithm is an efficient way to ensure a high fit of mentees and mentors. However, this is associated with significant costs, as you need to engage IT staff. Also, you can only consider criteria that can be expressed by numbers and hence be processed automatically. For small-sized programs, manual matching might be more suitable. It also allows for flexible adjustment within the matching process. With smaller numbers of participants, more complex considerations can be made about the fit between mentees and mentors. It can be helpful to have two to three raters to assess the fit between mentees and mentors and to decide on the best matching of both.

5. Supervising mentoring process

The experience shows the **importance of supervision-time** for the mentors. Challenges in the mentoring-relationship can be discussed with other mentors and the staff. For the mentors, supervision gives an opportunity to develop strategies and skills for challenging situations and to **find solutions**. Mentors can reflect these strategies in a group of peers and with the help of the staff. By doing so, they grow in their role to be a mentor and advanced learner. In order for supervision to be effective, it is beneficial if the staff member has basic training in moderation or supervision techniques.

Supervision should take place in the beginning of the mentoring process to ensure a smooth start in the mentoring. It should also take place at least once during the mentoring process to support mentors in the event of difficulties that arise at a later stage of the mentoring.

6. End of mentoring process

The end of the mentoring process should be defined and communicated (e.g. one/two semester). We recommend the mentoring program to end with a more formal event. For instance, this event may be a ceremonial award presentation of a certificate for the mentors and a social networking event for all participating mentors and mentees. The certification process is further explained in the chapter below. An example for a certificate is provided in the material box.

As the end of the mentoring program does not have to be the end of the mentoring relationship, mentors and mentees should also define in which way they are open (or not) to continue the mentoring relationship beyond the formal program. Also, the formal ending of the mentoring process can serve as a good occasion to reflect on the mentoring process together.

THE COMMUNITY MENTORING

The Mentoring Process: What the community mentors and mentees do

Building on the development of the program, a plan of the actual mentoring process as well as the associated actors and their tasks will now be presented. To this end, we outline the process of the mentoring program, also shown in the figure below.



First of all, after successful recruiting, experienced **students decide to become mentors**. The students then go through a **mentor training program**. After the registration of mentees for the program, the **matching** process takes place in which the mentees are assigned to the mentors (see matching process in the chapter above). On a selected day (e.g. Dialogue Day), the mentors and mentees **get to know** and come into exchange with each other. This can ideally be shortly before or at the beginning of the semester. Now the mentoring process is ready to start. The mentoring itself takes place in smaller groups in the course of mentor-mentee-meetings (MMM).

In our example this could be four MMM (see also training plan):

MMM (1): Get to know each other & establish a mentor-mentee relationship

MMM (2): Foster resilience: A closer look at biography and resources

MMM (3): Support with individual challenges

MMM (4): Reflect, summarize, & plan next steps

Finally, a somewhat ceremonial closing event is held with mentors, their mentees and supervisors (e.g. at a second Dialogue Day). At this occasion participants reflect and evaluate the mentoring process. Also, mentors who have successfully completed the program will be awarded certificates for their participation. An exemplary evaluation form and certificate is provided in the material box.

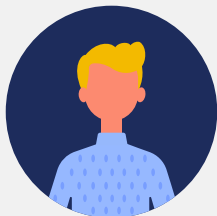
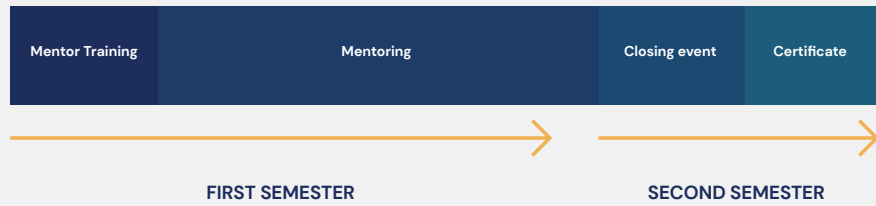
The mentoring process – semester timeline



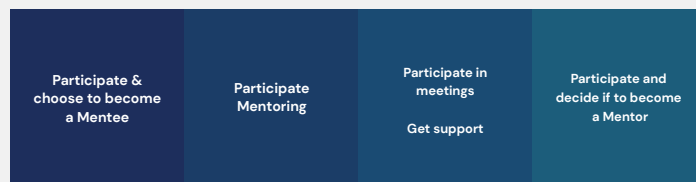
MENTORS



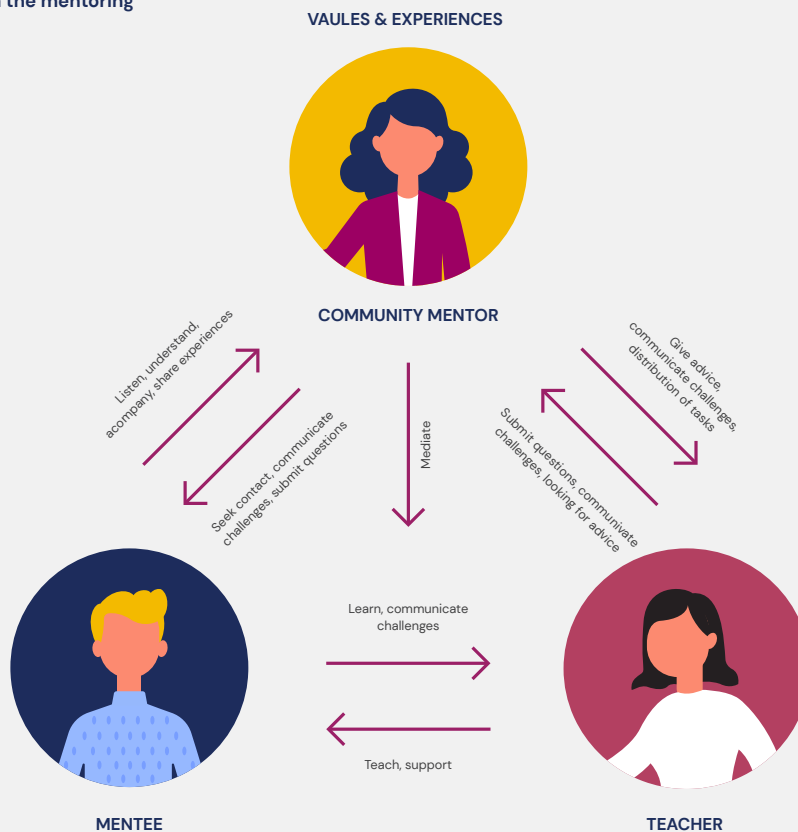
GET TO KNOW



MENTEES



Roles and tasks within the mentoring



With regard to the mentoring process, the mentor's main tasks are to support the mentee and if required to mediate between him/her and their teachers. These tasks are specified again in the figure above and related to the main actors in the process: the mentors, mentees and also the teachers/supervisors.

It is apparent that each actor has different tasks towards another actor. Community mentors should listen to and support mentees, as well as share experiences they have had on their own journey. The mentees should seek contact with them about challenges or university matters and ask their questions. They can also communicate these with their teachers from whom they learn at the same time. The teachers should also support their students, both in relation to the mentees and the mentors. If the mentors have problems or questions in or regarding the mentoring process, the teachers should have an open ear and give them advice. Of great importance in this context is a confidential and open communication to be able to interact especially in case of conflicts. Therefore, a framework of communication should be established and tasks should be clearly communicated in advance. In this way, smooth mediation by the mentor between teachers and students can take place.

To frame the activities in the mentoring process, another potential task for mentors and program managers is to use social media to build a wider social network of students (e.g. Facebook group). This is useful to provide information about e.g. workshops and formal information for students and is also the way for students to organize informal meetings.

THE COMMUNITY MENTORING

Certification: How to award the community mentors

At the end of the mentoring program, mentors should of course be rewarded with a certificate.



At the end of the mentoring program, mentors should of course be rewarded with a certificate. On the one hand, this expresses appreciation, and on the other hand, they can use it for future job applications. The certification process and the accountability very much depend on the institutional mentoring organization. It could, for example, follow this process:



COMMUNITY MENTOR
enters the process

Trainer certifies the participation
of the CM at training

Mentoring coordinator certifies
the mentorship

Project coordinator issues
the certificate

CM receives
certification

Certification should be based on individual standard criteria and fulfilled tasks chosen by the faculty or institution.

A set of possible criteria that is based on the experiences of the #ibelong project is given here:

SET OF POSSIBLE CRITERIA

PARTICIPATE ON A TRAINING

The training (can) include the following topics

Diversity and Sense of Belonging of students
Coaching methods and resources (e.g. Storytelling)

Participate or organize on events
(Multiplier event, Dialogue Days, etc.)

Have a mentorship for at least one semester
for at least two students

Get a frequent supervision / be in regular contact with
teaches and get guidance

EXAMPLE OF TASKS FULLFIELD

Being in close contact with first year students

Support and advise students (e.g. offer consultation hours)

Create learning environments for students
(e.g. connect students in social networks)

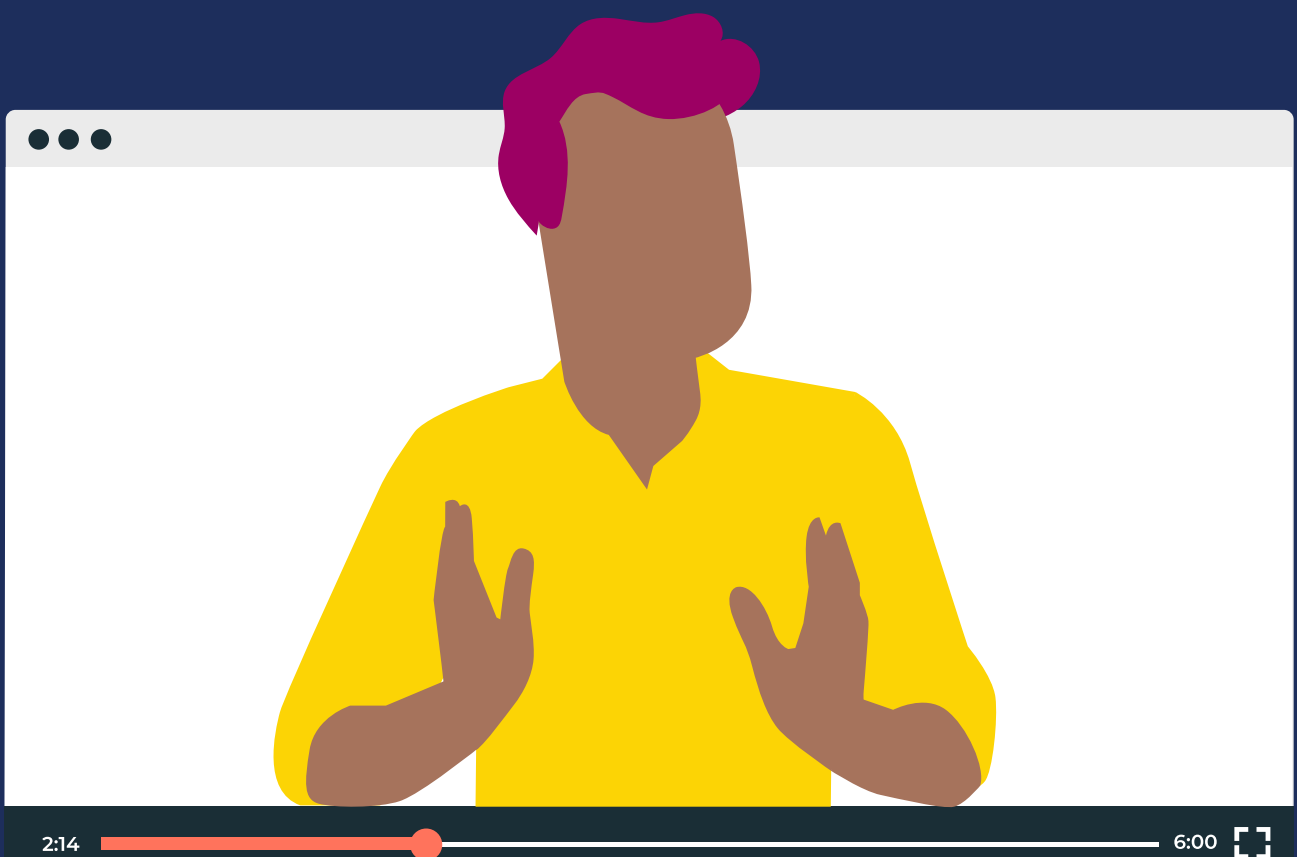
Organize exchanges and shared reflections
(e.g. on Dialogue Days)

In the material box we provide an exemplary certificate. The certification should be held with a ceremony. We recommend making the event as nice and official as possible so that mentors feel appreciated for their commitment. For example, a champagne reception could be organized and official leaders of the university could hand over the certificates.

THE COMMUNITY MENTORING

Online Mentoring: How to do it virtually

The main goal of community mentoring is to share knowledge about experiences in the student life cycle and to create learning communities.



Mentors support first year-students in the beginning of their studies and give them orientation in their personal and professional development. This help is based on their own experiences. As for now the contact between mentors and students cannot be continued face-to-face, it should be transformed into a digital contact in order to maintain the relationship. The mentors can be contacted virtually to give the students the possibility to ask questions, receive emotional support and also to prepare them for their tasks at the university.

The options for the digital mentoring differ due to the different mentoring programs. In the material box we provide best practice examples of digital tools that could be used to facilitate the mentoring.

Example for Group mentoring

Group mentoring processes (one mentor supports a group of students) are challenging to be replaced by virtual tools. Group meetings can also be organized via video conferences and messenger tools if well planned.

Most important for the online mentoring are:

1. Video Conferences / Communication platforms: Universities often provide their own platforms (if not e.g. Skype, Zoom, BigBlueBotton, GoToMeetings, Jitsi, Discord, Microsoft Teams, etc.).
2. Online Meetings can be organized either regularly (every two weeks) or on request.
3. Messenger Tools: the universities often provide their own tools (if not e.g. WhatsApp, Telegram, Slack, Element ...)

These are important for staying in contact with each other or answering easily and quickly.

Example: How can group mentoring be planned well?

- Working with a learning management system, e.g. "StudIP", that offers a chatting tool, a forum and video conferences
- For example: Implementation of the community mentoring for first-year students in their seminars and classes, that might take place virtually; here we have the advantage of direct contact and a common learning environment
- The mentors could support students by answering questions about the content and criteria of the seminar but also about the virtual tools and resources that are used
- Community mentors can additionally offer virtual appointments (talking / office hours) during the semester, either regularly (in the beginning and the end) or on request, this depends on the group

Further ideas to interact virtually:

- Community mentors should also stay in close contact to the teachers and supervisors e.g. through frequent online meetings
- Community mentors could prepare small Online Games to attract the students' attention
- Community mentors could publish a newsletter / update social networks with relevant information about the pandemic and the university
- More tools can be found in the material box at the end

Supplement: The Digital Community Mentor training

Community mentors should also be trained in holding digital events and regarding virtual exchange, because

- community mentors need to receive a training in the use of digital communication platforms
- community mentors need to understand and be aware of the sensitivity of data exchanged in these platforms
- community mentors need to know the challenges of virtual meeting
- there might be less engagement via virtual tools
- a personal relationship cannot be replaced by virtual communication

Strategies that can help overcome such challenges:

- it can be helpful to make e.g. written commitments regarding the frequency of the meetings
- it can also be helpful to set SMART goals (Specific, Measurable, Achievable, Relevant, and Time-Bound) at the end of the meetings and discuss the outcome in the next meeting
- in addition to that, it can be useful to openly communicate challenges in regular meetings with other mentors and supervisors
- finally, it can be helpful to create an informal and chilled atmosphere for the mentees in order to create incentives for participation and thus to get into conversation with them.

THE COMMUNITY MENTORING

Material Box

The material box contains all the important templates, print-outs and tools that you need to carry out the community mentoring.



[Logo of your institution / Logo of your program]

Become a Community Mentor!

It is important to you that every student feels welcomed and belonging to our university? You would like to pass on your previous study experiences at *[your institution]* as a mentor to first semester students (mentees)?

Then become a Community Mentor! As a Community Mentor, you will accompany a group of first semester students throughout the semester *[add time and semester]* and act as their personal contact person, advising them and so creating learning environments. In addition, you will also share your personal experiences and so help them to feel comfortable in their first year.

What you should bring?

Your own experiences and biography

Flexibility, openness and pleasure in accompanying a small group of students

An open-minded, helpful and dedicated personality

[add more values and traits that are important for your program]

What we offer you?

A mentor training course that prepares you for your role as a mentor

Enhancing your competences such as communication skills and problem-solving skills

Regular supervision sessions with other students during the mentoring process

Acquisition of counseling and personal skills for your personal and professional development

A certificate for your engagement

[add more offers from your institution, e.g. incentives]

Have we caught your interest? Then apply *[or answer this email / flyer until [fixed date]]*

Do you have any questions? *[name of contact person]* will be happy to answer your questions at *[email / telephone number]*.

We are looking forward to getting to know you!

The [name of the program] - Team

Community Mentoring Training

The training workshop is designed to empower students to fulfill their role as Community mentors. Hence, the workshop aims to foster the following competencies and abilities.

Community Mentors should be able to:

1. Describe and evaluate their own (educational) biography and frame of reference.

2. be aware of different aspects of diversity (e.g., diversity, equality / equity, resilience, identity) and perceive inter-individual differences and similarities with student peers (mentees).

3. To structure and guide a mentoring process that helps mentees reflect on their own identities and resilience.

4. Support mentees in self-identified, study-related challenges by using respective mentoring tools.

5. Use basic counselling skills.

| Time | Min | Topic | Goal | Method | Materials |
|-------|-------|---|---|---|-----------|
| 09:00 | 15min | Introduction | Welcoming participants | Input Introduction #IBelong project and team | / |
| 09:15 | 30min | Getting to know each other & sensitize to diversity | Ice breaker Describe and evaluate own identity, heritage, and cultural frame of reference (WSG 1) Become aware of different biographies and aspects of diversity (visibility, representation, equality/equity, inclusion) and perceive individual differences in identities and resources) (WSG2) | Exercise What's in a name? Work in pairs: Each participant shares their names (first and middle; also possible nickname, last name) with the others as well as the reason the name was chosen by their parents/ themselves/friends. If a student doesn't know the reason, they should speculate. They should also discuss what they like and/ or don't like about their names. Each pair presents their partner's name to the class. What did they learn about the name in their time together? Discussion: What aspects of diversity could you find? How are we different, how are we alike? | / |

| Time | Min | Topic | Goal | Method | Materials |
|-------|-------|---|--|--|--------------|
| 09:45 | 15min | Background knowledge core concepts | <p>Structure a mentoring process and individually guide and support student peers (mentees) in reflection of their own identities, resources, and study-related challenges (WSG3)</p> <p>Become aware of different biographies and aspects of diversity (visibility, representation, equality/equity, inclusion) and perceive individual differences in identities and resources of mentee) (WSG2)</p> | <p>Interactive Input Defining core concepts, also including participants view on the concepts</p> <ul style="list-style-type: none"> - Diversity - Equality / equity - Resilience - Identity | Presentation |
| 10:00 | 15min | Mentoring overview | <p>Provide structure and prepare mentors for organizing and guiding a mentoring program (WSG3)</p> | <p>Input Structure and timeline of mentoring program 4 mentor-mentee meetings (MMM): MMM (1): Get to know each other & establish a mentor-mentee relationship MMM (2): Foster resilience: A closer look at biography and resources MMM (3): Support with individual challenges MMM (4): Reflect, summarize, & plan next steps</p> | Presentation |
| 10:15 | 10min | Structure of mentoring program (1): Get to know each other & establish a mentor-mentee relationship | <p>Describe and evaluate own (educational) biography and cultural frame of reference (WSG1)</p> <p>Define role of mentor and mentee (WSG3)</p> | <p>Input Recommended content for MMM1:</p> <ul style="list-style-type: none"> - get to know each other - use guide for first meeting - define roles of mentor and mentee & develop expectations and goals for the program together - explain the mentoring program (4 steps) - schedule mentor-mentee meetings | Presentation |

| Time | Min | Topic | Goal | Method | Materials |
|--------------|--------------|--|--|---|-------------------------|
| | | | | Possible additional content for MMM1: – explain own biography, heritage, and/or struggles – provide information about the university and the campus – provide information about additional help & support (e.g., diversity officers) | |
| 10:25 | 20min | Break | Network and recover | | |
| 10:45 | 5min | / | / | Energizer (selection see below timetable) | / |
| 10:50 | 20min | Structure of mentoring program (1): Get to know each other & establish a mentor-mentee relationship | Reflect on own educational biography (1st year, topics/ challenges/ achievements) (WSG 2) | Exercise Based on Guide for first meeting Brainstorm in plenary: Reflect on own expectations and goals for the mentor program and about possible mentees' expectations and goals: how was your first year? Which topics could come up? (5 min) Discussion: Which of your experiences may be very common? Which experiences could have been unique to your own situation? (10 min) What do you expect as a mentor? What role will you take? (5 min) | Guide for first meeting |

| Time | Min | Topic | Goal | Method | Materials |
|-------|-------|---|--|---|-----------------------|
| 11:10 | 10min | Structure of mentoring program (2): Foster resilience: A closer look at biography and resources | <p>Be aware of different aspects of diversity (e.g., diversity, equality / equity, resilience, identity) and perceive inter-individual differences and similarities with student peers (mentees) (WSG 2)</p> <p>Structure and guide a mentoring process that helps mentees reflect on their own identities and resilience (WSG 3)</p> <p>Support mentees in self-identified, study-related challenges by using respective mentoring tools (WSG 4)</p> | <p>Input Recommended content for MMM2: - biographical view onto mentee's life - identify mentee's interests and strengths</p> <p>Possible exercises for MMM2: - identity flower - family tree - life line - tree of strengths</p> | Presentation |
| 11:20 | 40min | Structure of mentoring program (2): Foster resilience: A closer look at biography and resources | identify biographical turning points, resources, strengths (WSG 2) | <p>Input Family tree (interchangeable with another exercise of MMM2) This is a single and pairs activity. First each student gets the possibility to work on his*her own family tree. Each pair compares their prepared, short family tree. They should discuss in which ways their family heritage could be considered "diverse". Each pair presents their partner's heritage to the class. What did they learn about each other and about the concept of diversity?</p> <p>10 min individual + 15 min in pairs + 15 min discussion</p> | Family tree worksheet |
| 12:00 | 45min | Lunch Break | | | |

| Time | Min | Topic | Goal | Method | Materials |
|-------|-------|--|---|---|-------------------|
| 12:45 | 5min | / | / | Energizer (selection see below timetable) | / |
| 12:50 | 20min | Structure of mentoring program (3): Support with individual challenges | Structure and guide a mentoring process that helps mentees reflect on their own identities and resilience (WSG 3) Support mentees in self-identified, study-related challenges by using respective mentoring tools (WSG 4) | Input Recommended content for MMM3: - Collect and reflect together about possible or actual (study-related) challenges - Reduce insecurities - Reflect/brainstorm possible solutions and places of additional support - plan next steps and goals to solve the problem Apply basic counselling skills to facilitate the exchange and support | Presentation |
| 13:10 | 15min | Structure of mentoring program (3): Support with individual challenges | Promote basic counselling skills (WSG 5) | Input Basics of person-centered (Rogers) Active Listening | Presentation |
| 13:25 | 35min | Structure of mentoring program (3): Support with individual challenges | Promote basic counselling skills (WSG 5) Prepare for common challenges, in order to be able to support mentees with study-related challenges (WSG 4) Support mentees in self-identified study-related challenges by using a respective mentoring tool (i.e. intervention) (WSG4) | Exercise Work in pairs: Thinking back to own first semester: which challenges? Which insecurities? Use active listening, discuss together impact Also possible: actual, current challenges in own studies + collect solutions for challenges (used or not used) à bring together on a map with other mentors, collage | Board for collage |

| Time | Min | Topic | Goal | Method | Materials |
|--------------|--------------|---|--|--|----------------------|
| | | | | Alternative: Intervision (works best with 4people+) <ul style="list-style-type: none"> - Collect and reflect together about possible (study-related) challenges - Reduce insecurities - Reflect/brainstorm possible solutions and places of additional support - Plan next steps and goals to solve the problem | Guide to Intervision |
| 10:25 | 20min | Break | Network and recover | | |
| 14:20 | 5min | / | / | Energizer (selection see below timetable) | / |
| 14:25 | 10min | Structure of mentoring program (4): Reflect, summarize, & plan next steps | Provide structure and prepare mentors for organizing and guiding a mentoring program (WSG3) | Input Recommended content MMM4: <ul style="list-style-type: none"> - Evaluate mentoring experience (were initial expectations and goals met?) - Evaluation? - Agree if/how to stay in touch beyond mentoring program | Presentation |
| 14:35 | 15min | Wrap-up | Feedback | Short reflection (individually) <ul style="list-style-type: none"> - What did I learn today? - How will I structure my own mentoring? - How can I be sensitive to the needs of diverse students? | / |
| 14:50 | 10min | Structure of mentoring program (4): Reflect, summarize, & plan next steps | Provide structure and prepare mentors for organizing and guiding a mentoring program (WSG3) | Input Next steps: <ul style="list-style-type: none"> - Show timeline - Explain procedure to pair mentors and mentees - Give contact details | / |
| 15:00 | | End | | | |

Training Toolbox



Energizers

The Walnut

Bring walnuts in a basket. Let each participant pick a walnut. Tell the students they should look out for individual marks of the walnut, so that they are able to recognize it. Collect walnuts in the basket and let participants search for their walnut.

Possible group discussion: Reflect on what helped to recognize the walnut. What does the exercise show in the context of diversity?

Diversity Post-Its

Every workshop participant gets a pile of empty post-its. Participants are asked to think about different aspects of diversity; anything that comes to mind; there is no right or wrong; no judgement. Walk around the room, every time you pass by the white board, you add another post-it to the white board with an aspect of diversity on it.

Possible group discussion: Which aspects of diversity can you see? Can you sort them (e.g., by visibility)?

Mood Cards

Bring mood cards with you. Let participants pick a mood card according to their feelings/expectations regarding the mentoring process or their current feeling in the workshop.

Rainbow Fish

Provides feedback on resources and characteristics of each participant. Participants are empowered for the upcoming mentoring process. Participants should write short positive notes for each other participant (e.g., I like your smile, I like your way of talking, You are very smart) on post-its that they can post on the other participants' backs.

Up and down

Each participant is supposed to stand up three times during this energizer. Of all participants, only three are allowed to be standing at the same time. Participants are not allowed to speak to each other.

WS 1 What's in a name?

This exercise is a pairs and group activity.

First, participants share their names (first and middle; also possible nickname, last name) as well as the reason why the name was chosen by their parents/themselves/friends with their partners. If a participant does not know the reason, they should speculate. Within the pairs they should also discuss what they like and/or do not like about their names.

Then, each participant presents their partner's name to the class. What did they learn about the name in their time together?

Possible group discussion: What aspects of diversity can you find in that? How are you different, how are you alike?

WS 2 Get to know guide

Mentee and mentor should use the get to know guide during their first meeting to ensure that all necessary information have been exchanged. The guide can be adapted according to the specific program and/or circumstances in which the meeting takes place.

After the meeting the guide serves as a basis for the mentoring process and a copy should be handed out to both mentor and mentee.

| Mentor | Mentee |
|---|--|
| Name | Name |
| Which communication channels should be used best? | <input type="checkbox"/> phone <input type="checkbox"/> e-mail |
| Phone number | Phone number |
| E-Mail | E-Mail |

Meetings

| | |
|--|--|
| <p>Where should the regular meetings take place?</p> | |
| <p>How much time should there be between meetings?</p> | |
| <p>Appointments for the next meetings (Which weekdays and times are possible?)</p> | |
| <p>Appointments for the next meetings (Which weekdays and times are possible?)</p> | <p>Meeting 2:</p> <p>Meeting 3:</p> |

Contents and expectations for support

| | |
|--|--|
| <p>When you think of studying, what thoughts come to your mind...</p> | |
| <p>Which contents and topics regarding your studies are to be worked on together?</p> <p>Which (specific) questions regarding your studies should be dealt with?</p> | |
| <p>What are your expectations for the mentoring? (e.g. responsibilities, rules, division of tasks)</p> | <p>Mentee:</p> <p>Mentor:</p> |
| <p>Which (specific) questions regarding your studies should be dealt with?</p> | |

WS 3 The Identity Flower

This exercise can be worked on individually or with a partner. After completing the Identity Flower, participants can engage in a group discussion.

Identity is made up of many facets. In every area of life you can be someone else and behave differently. Let's have a look at your identity together. It is important to note that this is a snapshot of your identity and that some facets of your identity may have been or will be different until recently.

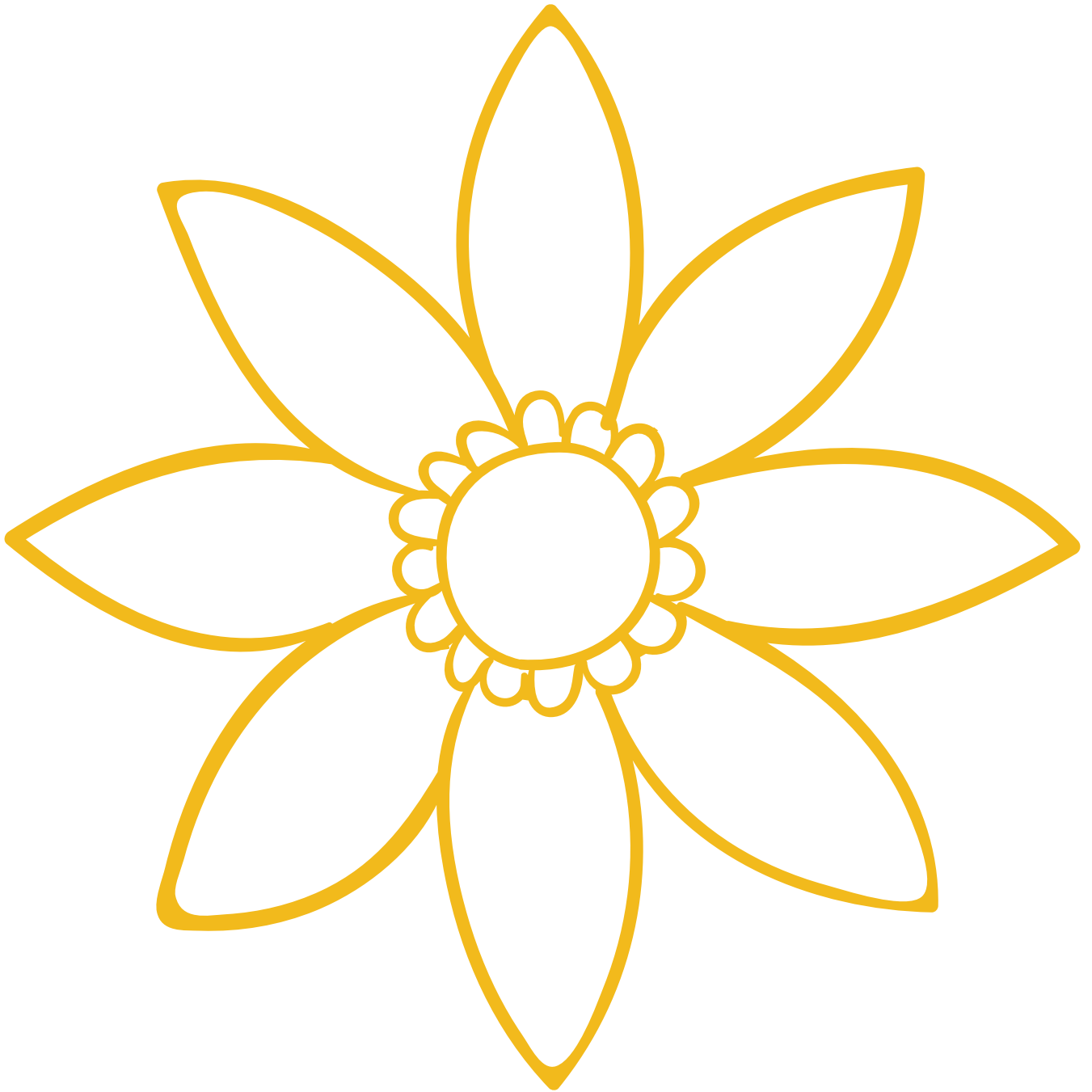
What makes you different? What are the important areas of your life? Where do you belong?

1. Write your name in the middle of the flower.
2. In each petal you can now write a facet of your life. This can be for example your environment like family, relatives and friends, your hobbies, clubs you belong to, places where you like to stay, your religion, your church, your neighbourhood, etc.
3. Which areas or facets are the most important for you and why? Mark them in color.
4. The identity is also closely related to your origin and the origin of your family. What role does it play in the individual important areas? In which petal does it play a larger role, in which a smaller role?
5. Which petals complement each other and can easily be integrated? Which petals cannot be integrated so easily (possible contradictions)?

Thank you very much. As you can see, your identity consists of many individual parts that together form the person you are today and here. Where we come from and what is important to us will shape us throughout our lives. For your further journey it is important that you keep in mind who you actually are when making important decisions.

Debriefing / Possible group discussion:

- Discuss with your partner: in what are your flowers similar? How are they different?
- Discuss with your group: Which parts of your flowers are common? Which parts are unique?
- What did you learn about each other and about the concept of identity?



WS 4 The Lifeline

One method that helps to better understand one's own biography is the so-called (personal) timeline or lifeline. It captures the "highs" and "lows" of life and facilitates the reflection of one's own life story. Important topics can be: your family, good friends, school, education and other interests and activities. It is helpful to remember important milestones or turning points. These are brought into a temporal order and evaluated.

The guiding question is: "How did I become the person I am today?"

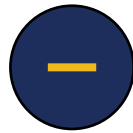
Possible questions:

- What did you do at that time?
- Were you satisfied?
- What have you learned at that time?
- What was particularly important to you then?
- For reflection: Why do we look at the lifeline together? What do you think?

In order to move on to the next phase of life, it is important to look back from time to time. It is important to evaluate the decisions you have made in life so far. This tells you when you were actually doing quite well and when maybe not so well. From this you can get important information about yourself and your future decisions.



Well-being



Childhood
years

Now

Time

WS 5 The Tree of Strength

Often, we only see what we have not yet achieved, what we are not so good at or the support we lack. This negative thinking prevents us from finding productive and creative solutions in difficult situations and from successfully using our strengths.

The Tree of Strengths is a good way to see at a glance what your strengths are, what resources support you and what you have already accomplished.

The roots = sources of strength

- What gives you energy?
- Who gives you strength?
- Which values or thoughts give me support?

Trunk = Strengths

- What are my strengths?
- What can I do particularly well?
- What do others say about me that I am good at?

Tree crown = successes

- What am I proud of?
- What have I already achieved?

A look at the tree of strengths shows us what we have already achieved and what we are good at. Nevertheless, there are always challenges in life and things in which we do not yet feel so confident. You might use a different color for these.

Seedling = opportunities for growth

- Where am I not feeling confident yet?
- What would I like to do better?

My successes



My opportunities
for growth

My opportunities
for growth

My sources of strength

WS 6 The Family Tree

This is a single and pairs activity.

First each participant gets the possibility to work on his*her own family tree. Examples for common symbols are:

- Male family members
- Female family members
- ∞ Married
- ∅ Divorced / separated
- Live together
- * Date of birth
- † Date of death

Then each pair compares their prepared family tree. They should discuss in which ways their family heritage could be considered "diverse". After that, each pair presents their partner's heritage to the class.

Possible group discussion: What did you learn about each other and about the concept of diversity?

WS 7 Guide to Intervision

Intervision is a structured process that may help mentors to reflect their work by discussing current problems and practical problems and learning among peers. To try out the method, participants can work on own study-related situations during the mentor training workshop.

Preparation

1. Think of a question, specific situation, dilemma or problem that you would like to discuss in the intervion. It is important that you think of something that:

- has to do with your studies and involves your own performance;
- refers to a real situation, that has or can happen during your studies;
- is current or something that you are emotionally involved in.

2. What is the status of your learning objectives? What is going well and what still needs work?

Intervision exercise

Everyone gives a brief introduction about their studies, what it is that you do, what is going well, what still needs work and what are your expectations of this intervion.

The trainer then explains the rules of the intervion (e.g., time and content of steps 1 to 7). If there is no trainer, determine one group member to keep track of the time and that the steps are followed in the exact order (no skipping or mixing steps, if possible).

Step 1: Introduction of the case

Everyone gives a brief introduction of the question, situation, dilemma or problem that they want to discuss. The trainer writes the cases on the wipe board.

Step 2: Case selection

The criteria of which cases to select are:

- Time sensitive (it is urgent for the contributor to have an answer)
- Emotionally sensitive (it is bothering the contributor a lot)
- Recognizability (it applies to more us)
- Originality (it is something that we haven't heard of)
- Common interest (it is something that can help us)
- Informative (it is something that we can learn from)

The cases will be discussed in smaller groups. Decide with each other which cases will be discussed first and follow the following steps:

Step 3: Illustration

The contributor gives an illustration of his*her case. The others listen. If they have a clarifying question, they write it down and can ask it in Step 5.

Step 4: Questions

The other participants individually write down at least two questions (no suggestive or solution-focused questions) for the contributor so that he*she can clarify the case.

Step 5: Clarify

The other participants get the time to ask their questions one by one. The contributor clarifies the case by answering the questions of his*her fellow participants.

Step 6: Suggestions/advice

Everyone in the group formulates at least one suggestion or advice of what he*she would do in this situation and why. The suggestions are presented one by one. Participants should not comment on or evaluate other Participants' suggestions. Any idea is welcome! The contributor listens and makes notes (response only in next step!).

Step 7: Feedback

The contributor responds to the suggestions/advices. What is it that he*she could use and why?

The other cases will be discussed by following the same steps. The trainer announces when it is time for the overall evaluation.

Evaluation

The suggestions and advices that have been given and the usability to the contributor will be briefly discussed. Then an overall evaluation of the intervision follows.

Certificate template

[Logo of your institution / Logo of your program]

Certificate

[name of the mentor / bold]
[birth date]

successfully participated in *[semester and time]* as a community mentor in the [name of the mentoring program of your institution] at the *[name of your university]* under the leadership of *[name of program leader / head of institution]*

The *[name of the mentoring program of your institution]* is a peer-mentoring program *[or your mentoring strategy]* for students in the entry phase. A particular focus is on supporting first-generation students from non-academic families and with an immigrant background. The goal of the mentoring program is to support these students in the learning community, keep them from dropping out, and thus make them feel like they belong.

The Mentorship included a training *[add days, amount of hours of the training]*, independent and regular support services for mentees, supervision meetings, and *[add your criteria]*.

With their participation, *[name of the mentor]* made an important contribution to the promotion of non-traditional students and thus to increasing the sense of belonging at *[name of your university]*.

[place and date, Signature of program leader or head of institution]

Evaluation template

[Logo of your institution / Logo of your program]

Welcome to the [name of your mentoring program] evaluation!

Thank you for taking [estimated time depending on the number of items] of your time to fill out this evaluation form. Project coordinators are [name of the contact person].

You can contact us via [form of communication / email / telephone].

Thank you ever so kindly for your support!

You are invited to participate in [if required explain your evaluation goals].

[add specific data protection information of your context; example: The data from this survey will be used for enhancing our program as well as for publications in scientific journals and presentations on scientific conferences. All data will be used in anonymized form meaning that no data will be associable with individuals. Data protection for personal information is provided. Data obtained here are recorded in anonymized form and will be evaluated and stored in anonymized form only. You can find more information in the data protection declaration.]

You can terminate the survey at any moment.

I want to participate in this survey!

[if you want to evaluate different phases / stages add code for participants]

1. Relationship with the mentor

My mentor initiates regular meetings

strongly disagree somewhat disagree partly/ partly somewhat agree strongly agree

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My mentor is able to help me with my questions

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I have the feeling that my mentor listens to me and understands me

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My mentor helps me to master daily life as a student

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I would like to have more contact with my mentor

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[add more items to evaluate the relationship]

2. Global satisfaction

I would recommend the [...] program to others

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In general, I am satisfied with the [...] program

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I am content with the provisioning and transfer of information concerning the project

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The advertising for the project addressed the important points (from my perspective)

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I think that the process of registration was adequate

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My mentor made the goals of the mentoring project clear and understandable

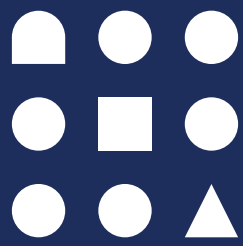
| | | | | |
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[add more items to evaluate the global satisfaction with the program]

Online Tools – Best Practice

| Tool | Description | Link |
|-------------------|--|---|
| Slack | The suggestions and advices that have been given and the usability to the contributor will be briefly discussed. Then an overall evaluation of the intervention follows. | https://slack.com/intl/de-de/ |
| Element | Instant messenger through which private and professional communication as well as group chats and public spaces are possible. Facilitates collaborative work and networking in teams. | https://element.io |
| Flinga | A collaborative whiteboard platform provides the ability to work together in real time. The advantage is that only one user needs to be registered and can invite the others by sending them a link. | https://flinga.fi/ |
| Discord | A communication platform. By creating your own Discord server, only people with an invitation can join your conversations. There is a choice between topic-based text and voice/video channels where shared activities can take place. | https://discord.com/why-discord-is-different |
| Doodle | Voting tool for appointments. Meetings can be scheduled quickly, effectively, and clearly without a large amount of mail contact. Especially helpful for planning group meetings. | https://doodle.com/de/ |
| Mentimeter | Tool to design interactive presentations and meetings. Surveys and quizzes can be created and the results can be downloaded and shared afterwards. | https://www.mentimeter.com |
| Miro | The collaborative whiteboard platform provides the ability to work together in teams in real time. Here projects can be planned, ideas shared, and collaboration improved. | https://miro.com |
| Kahoot | A game-based learning platform where content can be taught in a fun way. Different answer formats for quizzes can be used to promote fun and variety. | https://kahoot.com |

| Tool | Description | Link |
|----------------------|---|---|
| BigBlueButton | A web conferencing system for online learning that provides real-time sharing of audio, video, slides, chats and screens. | https://bigbluebutton.org |
| Zoom | A web conferencing system. There are several integrated collaboration tools as well as the possibility to record the conference and to team chats. | https://zoom.us/meetings |
| Skype | A web conferencing system. The tool can be used for private calls or video calls as well as for recordings and live subtitles of calls. Private chats can be started here as well, making teamwork faster and more effective. | https://www.skype.com/de/features/ |



I Belong