**T.C.**

**NECMETTIN ERBAKAN UNIVERSITY**

**FACULTY OF NURSING**

**MENTORING PROGRAM**

1. **MISSION VISION**

**Mission**

Our mission is to unearth the excellence of youth through meaningful relationships.

**Vision**

Our vision is to help young people develop healthy, strong relationships that allow them to reach their full potential. Mentors offersone-to-one, group, and professional mentoring programs to students in university.

1. **DEFINITIONS**

**Mentoring program:** What is mentoring? Mentoring is a process by which a mentee (protégé) strivesto set and achieve Professional goals under the guidance of another person with special expertise (thementor).

**Mentee:** What is a mentee? The mentee is some one who proactively seeks a relationship with a more experienced person, or a person with special expertise, in order to streng then skills and build on current knowledge for Professional growth.

Suggested responsibilities Menteeare:

* Directs the relationship by proactively setting up interaction sessions and creating an agenda or questionsto be covered.
* Communicates developmental needs and goals (written goals suggested, e.g., answer the question, “What do I hope to gain from this relationship?”)
* Maintains confidentiality and integrity in the partnership.
* Seeks and responds positively to the mentor’s feedback.

**Mentor:** What is a mentor? A mentor is an individual committed to serving as a role model orteacher for a mentee. They are committed to the confidentiality of the relationship and can provide support in many areas, including specific job responsibilities and career direction.

### **PROGRAM OBJECTIVES**

* To facilitate communication and peer-to-peer relationship sbetween continuing international students and new international students
* To ease cultural transition for international students
* To provide volunteer and leadership training opportunities for students
* To promote cross-cultural communication and learning
* To increase cross-cultural competency for all participants

### **MENTOR QUALIFICATIONS**

### **Required Peer-Mentor Qualifications:**

* Second year standing
* Familiar with campus, campus life and student support services
* Good academic standing (2.0 GPA or higher)
* Dedication to building an inclusive and supportive community
* Strong interest in student and campus engagement
* Respect for all others (values, beliefs, religion, sexual orientation etc.)
* Excellent organization and communication skills
* Be positive, enthusiastic, supportive, and capable of learning about and engaging difference on many levels;

1. **RESPONSIBILITIES OF A MENTOR**

A mentor must committo supporting his/her mentees throughout the first year in achieving a successful personal and academic adjustmentto college life. Primary responsibilities include, but are not limited to:

1. Attending all mentor training sessions and mandatory large group gatherings with mentors and mentees
2. Participating with one’s mentees in activities with the International Student Organizationan do the ractivities on campus
3. Keeping in touch with one’s mentees on a weekly basis
4. Meeting informally with your mentee at least 2-3 times during these mester
5. Demonstrating a commitment to continue one’s owninter cultural competence development and to improving mentoring skills
6. Becoming more knowledgeable about University
7. Explaining how systems, policies and procedures work at the University
8. Introducing mentees to resources on campus that will support their needs
9. Engaging in frequent reflection about assistance outcomes with one’s mentees
10. Submit International Student Mentor Program Evaluation at a timely manner
11. Informing about the issuance of the student ID card and its usage areas
12. Help with setting up a bank account
13. Tours of the campus and buying text books
14. To introduce transportation opportunities
15. Being a friendly resource for support and socializing
16. Commits to and takes an active role in the relationship.
17. Shares insights, experience and expertise with the mentee.
18. Fosters an environment where the mentee is free to share concerns.
19. Asks good questions and provides straight forward feedback to mentee.
20. **WHAT WILL STUDENTS GAIN FROM BEING A MENTOR?**
21. Satisfaction from assisting with the personal and academic adjustment of other international students
22. Inter cultural leadership development
23. Enhanced networking abilities and communication skills
24. Reference letter
25. Mentoring certificate
26. Gaining insight into cultural values and world views
27. Acquiring knowledge on cultural adjustment, communication styles and personal leadership
28. Building your resume with internationa lexperiences
29. Having Fun!

**B. MENTORING AREAS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Benefit for the Student** | **From Which Class** | **Which Class** |
| **Integration-Migrate** | -Adaptation to the school atmosphere  - Awareness of resources and staff,  -Preparation skills | 3,4th grade | 1st Class |
| **Academic Support** | -Developing work habits and time management skills,  -Awareness of learning styles and planning ability  -Ability to use learning tools for objectives |  |  |
| **Role Model** | -To a successful student  -Access to campus leader |  |  |
| **Guidance and Advice** | -Tips for both university and professional life |  |  |
| **Emotional/Personal Support** | -Secure atmosphere and access to someone to trust  -Motivation and confidence development, relaxation stress reduction |  |  |
| **Preparing for The Future** | -Creating a resume,  -Interview techniques and skills  - Job search, planning guidance about graduate school  -Future tests |  |  |
| **Social Support** | - Facilitating friendships with peers |  |  |
| **Benefit for Mentor** | | | |
| **Professional Development** | -Development of networks, career and job opportunities  - Establishing faculty and university connections |  |  |
| **Leadership Skills** | -Development of communication skills  - Ability to guide |  |  |
| **Self-İmprovement** | -Development of trust  -Personal change through recognition of purpose and external support |  |  |
| **Time Management** | - Ability to balance work and school life |  |  |