



Faculty Mentor Expectations

Each mentoring relationship is unique, there is not one way a person can be a good mentor. However, there are some common characteristics in which many good mentors possess. In vetting Winston-Salem State University faculty interested in becoming mentors, we want to consider traits commonly attributed to successful mentors: they are caring, leaders, reliable, nonjudgmental, good listeners, stable, tactful, tolerant, and patient. Good mentors also usually have a healthy sense of humor. Above all, a successful mentor is one who is invested in his mentee.

Mentoring for Student Success Academic mentoring focuses on creating positive influences for success both inside and outside the walls of academia. Through this process, mentors can help with a number of both academic, and social traits. Not only will mentors have the opportunity to bond, the mentoring relationship will allow for an opportunity to discuss academic attainment and the importance of continuing one's education trajectory. While there are some similarities between an academic mentoring relationship and tutoring, a mentoring relationship is really about the male relationship. Unlike tutoring, in which the focus is primarily on helping a student with his homework, a Renaissance Male Mentor relationship goes a step further and connects a student with a mentor to whom he can confide his academic and nonacademic successes and struggles.

Mentoring Tips:

- Establishing a positive personal relationship. The quality of each mentoring relationship depends on the extent to which the mentor and the mentee come to know, respect, and trust each other. A relationship with a supportive person is one of the most important factors in a young person's growth. Mentees often gain a sense of self-worth when they recognize that a caring adult other than their primary caretaker is investing time and energy with them.
- Help young people develop life skills. Mentors can help mentees develop life management skills such as decision-making, values clarification and long-range planning. Through these skills, mentees can begin to feel more personally empowered and autonomous.

- To facilitate the development of these skills, mentor training should teach mentors how to help mentees build their communication and time management skills, and set developmentally appropriate goals.
- Assisting in case management. Through exposure and training, mentors can become knowledgeable about the social services available in their mentees' communities and help their mentees access these services. A protocol should be established to determine what actions a mentor should or must take if his mentee shares anything that could affect his or her safety.
- Ensuring cultural competency. Mentors should be aware of multicultural diverse and political issues affecting mentees in their programs. Training may help facilitate better understanding of these issues.