PRIDE (FLI) Mentoring Program
Mentor Training
The PRIDE (FLI) Male Mentoring Program at Halifax Community College is a federally funded program that targets African-American male students in a pursuit to increase retention, graduation, and college transfer rates at Halifax Community College. Although the program targets African-American males, an application will be accepted from any male student who attends HCC and feels that the program would be beneficial during his journey to complete a degree, certificate, or diploma program.
PRIDE (FLI) Available Services

- Tutoring
- Mentoring
- Academic Counseling
- Academic Monitoring
- Internships
- Workshops
- Financial Aid Assistance
- College Tours
- Business and Industry Tours
- Laptop Check-outs
- Transfer Student Workshops
- Testing Information Workshops
The mission of the *P.R.I.D.E. of Halifax* is to improve the quality of life for all HCC students. By preparing students for responsible citizenship and success, we will help transform our educational environment and strengthen the social and economic development in our communities.
The goal of the *P.R.I.D.E. of Halifax* is to increase student satisfaction, academic success, retention, graduation, and 4-year college transfer rates. By doing so, the program will facilitate intellectual growth, personal, professional, and leadership development. This will be accomplished by ensuring that all participants establish close relationships with a *P.R.I.D.E. of Halifax* learning coach, faculty, support staff, academic advisors, professional mentors, tutors, and financial aid advisors.
P.R.I.D.E. Goals

1. Satisfaction, Engagement, Connectedness, Belonging
2. Faculty Development
3. Professional Development & Goal Setting
4. Academic Performance
5. Retention
6. Graduation
7. 4-Year Transfer
8. Success
Learning Coaches

Primary Point of Contact
Mentor
Advisor
Counselor
Friend

Academic Support
Advising
ACA Instructor
Tutoring
Technology

Performance Monitoring
Academic Monitoring
3-Week Grade Report
3-Week Attendance Report
Midterm Grade Review

Professional Development
Career Counselor
Community Service
Work study
Internships
College Visitation
Professional Conferences

Higher Education
College Transfer
Financial Aid
Loan and Debt Counseling
Scholarship Assistance
Professional Mentors

- Personal
  - Self Sufficiency
  - Independence
  - Spirituality
  - Work study
  - Assertiveness

- Professional
  - Lifestyle
  - Employment
  - Career
  - Decision Making
  - Professional Presentation
  - Internships

- Academic
  - Good Grades
  - Class Attendance
  - Time Management
  - Tutoring
  - Midterm Grades Monitoring

- Community Uplift
  - Community Service
  - Community Involvement
  - Faith Community
  - Volunteerism
  - Mentoring
### Eligibility Criteria for the PRIDE Program

<table>
<thead>
<tr>
<th>Priority Considerations</th>
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</thead>
<tbody>
<tr>
<td>• Serves 150 African American Males</td>
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<tr>
<td>• Enrolled as a full-time student</td>
</tr>
<tr>
<td>• Diploma, Certificate, AA, AS, of AAS degree</td>
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<tr>
<td>• Low income (see table below), first generation*, and/or disabled student</td>
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<tr>
<td>• Low Performing, Probation, Suspension, Developmental Skills, Low Credit Hours, Financial Challenges, Returning, Drop/Stop-outs</td>
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</tbody>
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*First generation – students whose parents have not earned a college degree*
## Retention & Graduation

<table>
<thead>
<tr>
<th>Student Characteristic</th>
<th>HCC</th>
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</thead>
<tbody>
<tr>
<td>Graduation rate (overall)</td>
<td>24%</td>
</tr>
<tr>
<td>Graduation rate (African American males)</td>
<td>37%</td>
</tr>
<tr>
<td>Graduation rate (African American males after removing prison programs)</td>
<td>25.4%</td>
</tr>
<tr>
<td>Retention rate (all full-time students)</td>
<td>58%</td>
</tr>
<tr>
<td>Retention rate (African American males)</td>
<td>38%</td>
</tr>
<tr>
<td>Transfer rate to UNC schools (overall)</td>
<td>7.8%</td>
</tr>
<tr>
<td>Transfer rate to UNC schools (AFAM males)</td>
<td>Data not available</td>
</tr>
<tr>
<td>5%</td>
<td>• Improved Satisfaction</td>
</tr>
<tr>
<td>----</td>
<td>------------------------</td>
</tr>
<tr>
<td>5%</td>
<td>• Improved Retention</td>
</tr>
<tr>
<td>5%</td>
<td>• Increased Hours Earned</td>
</tr>
<tr>
<td>5%</td>
<td>• Decrease Dropout for Financial Reasons</td>
</tr>
<tr>
<td>5%</td>
<td>• Decrease Failure Rate in Gate Keeper Courses</td>
</tr>
<tr>
<td>5%</td>
<td>• Increased Second Year Return Rate</td>
</tr>
<tr>
<td>5%</td>
<td>• Graduation</td>
</tr>
<tr>
<td>5%</td>
<td>• 4-Year Transfer</td>
</tr>
</tbody>
</table>
What is a Mentor?

A mentor is a trusted friend, a counselor, and a person that gives advice and instruction to (someone) regarding the course or process to be followed (Merriam-Webster Dictionary).
Defining the Mentor Relationship

Mentoring Advancement and Enjoyment of Career

Collaborative

Professional Development

Personal Development

Two Way Street
Mentor Qualifications

• Experience working with males preferred, but not required
• Ability to be a cultural and educational role model
• Have life experiences that can relate to working with males
• Ability to become a positive role model, friend, and confidant
Qualities of a Good Mentor

- Caring
- A friend who listens and understands
- Motivator, an advocate, and a mediator
- Sets good examples
- Helps mentees set goals
- Helps mentees find solutions to problems
- Sincere and responsible
- Available and committed to keeping appointments
Qualities of a Mentor (Continued)

• Coaches and give compliments
• Provides resources and opportunities
• Recognizes mentees potentials
• Respectful and considerate
• A positive role model
Mentor Responsibilities

• Meet at least 3 to 4 times a month (Can be in the form of in person, email, phone, or text)
• Assist mentee in achieving short-term educational and life goals
• Share insights on skills necessary to be successful
• Document the mentor-mentee interactions by completing a mentor/mentee checklist
• Report any challenges faced by the mentee to the learning Coaches
• Attend mentor-mentee professional development, training, and support/sessions
Mentor Responsibilities (Continued)

• Establish an open, friendly, and trusting relationship with the mentee
• Help the mentee increase academic achievement
• Help the mentee explore new possibilities
• Assist the mentee in positive communication skills
Mentors are not----

• All knowing
• Superhumans
• Walking ATM Machines
• Entertainment of mentees
• Parents

Instead, mentors are there to give support, to give advice, and to help guide mentees in making sound choices to deal with everyday life situations and problems!
Matching Mentors

- Mentors will be matched with mentees by:
  - Workshop/Internship Programs
  - Hobbies or interest
  - Location of mentor to mentee
  - Goals and aspirations
Matching Mentors/Mentees (Continued)

• Mentors and mentees will complete a Mentor/Mentee Interest Survey
• The Mentor/Mentee Interest Survey will be analyzed to match the mentor and mentee according to similar interests and hobbies
• The Learning Coaches will match the mentors with their mentees
Matching Mentors/Mentees (Continued)

- The PRIDE Program will host a luncheon for all mentors and mentees to meet and greet for the first initial contact
- Mentors and mentees will share hobbies and interests, career information, and conversation
- Mentors and mentees will set the tone for communication after the first initial contact
Stages of a Mentor Relationship

Stage 1 - Initiation Contact Phase

Stage 2 - Relationship Building or Cultivation Phase

Stage 3 - Communication Phase

Stage 4 - Separation or Termination and Transition Phase
Initiation Contact Phase (Stage 1)

- Be prepared and be on time for the first initial contact
- Greet the mentee with a smile and handshake
- Talk about ideas or things you might do together
- Don’t be inquisitive and pry the mentee with a lot of questions
- Be positive and encouraging towards the mentee
- Make plans for the next meeting
Relationship Building or Development Phase (Stage 2)

- Schedule meetings appropriately with the mentor
- Be honest and sincere
- Praise all of the mentees accomplishments
- Build trust between you and your mentee
- Establish a rapport with the mentee
- Set priorities
- Help the mentee learn from his previous mistakes
- Assure confidentiality will not be broken
- Identify the mentee’s needs and responsibilities
Relationship Building or Development Phase (Continued)

• Identify mentee’s preferred style of communication (Ex: email, letter, phone, or text)

• Avoid defensiveness and make sure communication is effective

• Make sure the goals and expectations of the mentee are mutual

• Measure the success and progress of the mentee

• Talk as often as you can and don’t tell the mentee you will call, and don’t follow through
Relationship Building or Development Phase (Continued)

“Enjoy your mentee and have fun!”
Communication Phase (Stage 3)

- Have a mutual approach as a friend and not a teacher or preacher
- Provide positive support and guidance to the mentee
- Keep your commitment to the mentee
- Never put your mentee in harms way
- Do not support financial needs of the mentee
- Always communicate in a safe place
Communication Phase (Stage 3) Continued

Things to do if there are disagreements during communication:

• Allow the mentee to bring forth own ideas
• Disagree respectfully
• Clarify any questions or discussions
Meeting and Planning

• Set a schedule for meeting your mentee
• Set activities and agenda for meetings
• Know what is expected out of you
• Listen actively during the meeting
• Allow the mentee to talk and ask questions
Separation or Termination Phase (Stage 4)

Reasons for separation:
- Mentee misuse mentor’s time
- Mismatch of goals, commitment, and expectations
- Reluctance involved in relationship
- Mentee or mentor did not follow through
Steps Taken To Resolve Separation

• Counseling with both the mentor and mentee
• Change mentee
It is best to plan the separation from the relationship. However, if there are conflicts or unavoidable circumstances, the separation can be sudden or unexpected. In this case, the mentee will be placed with another mentor.
Mentoring Strategies

• Discuss issues and ideas
• Provide services and resources
• Advise mentees on how to balance work, life, and academics
• Advise mentee on time management
• Share success stories and help mentees identify strategies to help them become successful
Roles Of The Mentee

Mentees should:

• Be cooperative
• Be respectful
• Have positive behavior
• Be dressed appropriately
• Be sincere
• Commit to meeting with mentors
Challenges Young Men Face

• Breakdown of the family (Only one parent in the house)
• Violence in neighborhoods and communities
• Poverty
• Differences among racial and ethnic groups
Challenges Young Men Face
Continued

• Personal stress caused by school and family issues
• Personal Relationship
• Peer Pressure
• Personal finances - money
"ONE"

To the World, You may be
One individual,
To one individual,
You may be the World!
Typical Questions Asked From Mentors

- What is the criteria for selecting mentees?
- How will Learning Coaches monitor the mentors and mentees?
- What type of documentation will be involved?
- What are the safety concerns (if any) for mentors and mentees? What are ways to reduce them?
- What other training and workshops will be available for mentors?
Q&A

of Halifax Community College
PReparing Men for Intellectual, AcaDemic, & Educational Success