



SIGMA PHI EPSILON

Alumni Mentor Training Guide

Purpose

This simplified training guide prepares *Sigma Phi Epsilon* alumni to serve as supportive, consistent mentors for undergraduate brothers. The goal is practical: help alumni start strong, build trust, ask better questions, and guide brothers toward growth without taking over undergraduate responsibility.

Training at a Glance

Audience	Alumni mentors and Mentor Program Committee Leads
Length	45 minutes
Format	30 minutes - Group discussion led by Mentor Program Leads 15 minutes - Q&A and Action Planning
Outcome	Each alumnus leaves with a clear understanding of the mentor role and preparation needed for first 1:1 meeting with mentee

Facilitator Session Flow

Time	Segment	Facilitator Focus
0:00–0:05	Welcome and purpose	Explain why alumni mentoring matters and connect the work to <i>Building Balanced Men</i> ; solicit additional questions needing clarification from Mentors
0:05–0:15	Expectations of Mentor	Clarify the role: listen, guide, encourage, challenge, connect, and follow up.
0:15–0:25	Meeting preparation, art of listening & asking questions	Understand the importance of coming prepared to 1:1 meetings, the need to listen and ask questions first before giving advice.

0:25–0:30	Common mentoring situations	Discuss mentoring for leadership skills (behaviors) vs. mentoring for career/academic skills (hard skills); real-life career examples; and brotherhood.
0:30-0:45	Q&A and next steps	Open forum for remaining questions; opportunity for each mentor to seek clarification for first Mentor/Mentee 1:1 meeting.

Mentor Committee Program Leads' Preparation

- Confirm the alumni mentor roster and undergraduate mentee assignments.
- Prepare and send training notification to Alumni Mentors via email.
- Prepare and share sample first-meeting checklist and conversation guide
- Prepare and share sample post-Mentor/Mentee 1:1 summary email reflecting topics discussed and agreed upon assignment(s) for next 1:1 meeting.
- Remind participants that alumni mentors support undergraduate growth; they do not run the chapter for undergrad students and are not their professor/classroom instructor.

Core Message for Mentors

A Sig-Ep mentor helps an undergraduate brother become more self-aware, balanced, connected, and prepared for excellence. The mentor's job is not to fix every problem or be their tutor. Rather, the mentor's job is to ask thoughtful questions, share perspective, point brothers toward resources, and follow up with care and accountability.

The Simple Mentor Role

Mentors should	Mentors <u>should not</u>
Listen first	Take over conversations or decisions
Ask open-ended questions	Lecture or solve everything immediately
Share relevant experience	Act as a chapter officer or disciplinary authority
Encourage action and follow-up (<i>accountability</i>), emphasize confidentiality of	Promise secrecy when safety or serious risk is involved

discussions (<i>building the relationship through trust</i>)	
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Three Skills to Keep in Mind

1. **Listen:** Restate what you heard before responding.
2. **Ask:** Use open-ended questions that help the brother think for himself.
3. **Commit:** End every conversation with the next step(s) along with any due date(s).

Questions Mentors Can Use

- What's the real issue you're trying to solve?
- What have you already tried?
- Reflecting on the situation, what choice would reflect our Sig-Ep values - *Virtue, Diligence, and Brotherly Love*?
- Who else should you talk to before making a decision?
- How can I help you prepare for this step?

Group Discussion Scenarios

Scenario 1: The Overcommitted Brother

A brother is serving in a chapter role, struggling in class, and missing commitments. How would you have this conversation with him (using *Listen, Ask, Commit*)?

Scenario 2: The Career Question

A brother wants internship/job search assistance but has not updated his resume or contacted campus career services. How would you approach the discussion to help him create action steps?

Scenario 3: The Brotherhood Concern

A brother says the chapter feels divided and wants an alumnus to step in. How would you have the discussion and coach him to lead a constructive conversation with other members of the house?

First Meeting Discussion - “Get to Know one Another”

- Introduce yourself – provide you past roles while in the house, your current professional role and journey, anything personal you would like to share to make them feel comfortable and to be open with you (where you live(d), family, why you are serving as a mentor. etc.).
- Ask what the undergraduate hopes to gain from mentoring.
- Agree on how often to connect and how you will communicate.
- Set expectations for honesty, respect, preparation, and follow-through.
- *Contract* with each other and *memorialize* the discussion by completing the *Mentor/Mentee Partnership Agreement Form*.

30-Day Mentor Action Plan

Step	Action	Due
1	Contact assigned undergraduate brother after Kick-Off Meeting	Within 3 days
2	Hold first mentor conversation	Within 7 days
3	Agree on communication rhythm	First meeting
4	Discuss and align on 1-2 leadership goals, any optional career field-related goals, and next steps	First meeting
5	Send follow up via email and chart progress - (hold undergrad accountable)	Within 30 days

Facilitator Close

Close by

- Ask if anyone has any feedback, comments, or lingering questions before ending the training.
- Remind alumnus to contact any Mentoring Program Committee Leads after the training session should they have any question, concerns, or wish to talk privately.

- Thanking all alumnus for participating and offering their time and efforts to assist in developing our current and future chapter leaders.

After the Training

- *Mentoring Program Committee* sends e-mail to notify Mentor and their respective Mentee of their partnering assignment and contact information, as well as inviting them to the official virtual Mentor/Mentee Kickoff Meeting.
- *Mentoring Program Committee* conducts a quick mentor check-in after 30 days.
- Pulse Surveys sent to both Mentors and Mentees at 45-day intervals for measuring progress, obtaining feedback, and to determine if any potential course correction is required.
- Final survey sent to collect feedback from Mentors and Mentees just before the end of the semester to measure final results - determine if mentoring goals were met, obtain constructive feedback to improve next Mentoring Cohort, to determine if Mentors/Mentees want to continue their mentoring relationship on an on-going basis, and ascertain if Mentors want to continue in the role for future mentees.