# Mentor Manual

## Table of Contents

2 INTRODUCTION
   2 the mentor system

4 WELLNESS
   5 well-wheel

6 MEDIATED LEARNING EXPERIENCE

8 PEOPLE YOU WORK WITH

11 COMMUNICATIVE DIAGRAM FOR MENTORS

12 CONTACT LIST

14 CLUSTER CONTACT DETAILS

15 BEFORE WELCOMING
   15 introduction
   15 training
   15 admin
   16 communication with prospective mentees

17 DURING WELCOMING
   17 meeting your mentees for the first time
   17 one-on-one discussions
   18 registration
   19 academic programme
   20 students with special needs
   20 general

21 AFTER WELCOMING
   21 meeting with your mentees (including discussion topics)
   22 meeting with your fellow mentors
   23 letters to parents
   23 wellness system

24 ADDENDUMS
   25 Human Resources form for first time employees
   26 Bank Details
   27 Welcoming letter mailed to mentees
   28 Preparation Questionnaire mailed to mentees
   29 First contact: Consent Form
   30 Business card templates
   31 CV template mailed to mentees
   32 First contact: Information Form
   33 Questionnaire before writing the first letter
   34 Letter template (April)

---

**Written & Compiled by:**
David Hatherell
Elzet Kristen
JJ Odendaal
Marie Smit
Dr. Munita Dunn
Monica Santana
Almero Coetzee

**Design & Layout:**
JJ Odendaal

**Translation:**
Deonette Theart
Elzet Kirsten

---

**MENTOR MANUAL ELECTRONICALLY AVAILABLE & FOR MORE INFORMATION VISIT**

www0.sun.ac.za/ssg
Introduction

Congratulations on being appointed as a mentor! Being a good mentor can often be quite a challenging task with many responsibilities, but it will most certainly also be a very fulfilling experience. You already possess many of the skills that a mentor should have, which is why you were appointed.

However, being a mentor is also a journey which gives you the opportunity to grow and learn as a person and as a leader.

This document is intended to give you a better idea of what will be expected of you and serves as a source of reference during the year. Keep in mind that this is by no means everything you need to know. A lot of the detail of the mentor programme will depend on the way things are done in your individual residence/PSO and clusters. You will also receive regular training and guidance about responsibilities as the year progresses.

STELLENBOSCH UNIVERSITY RESED MENTOR MANIFESTO

Building community through building relationships

Our vision is: To see lives meaningfully changed through a culture of interactive learning where everyone helps, learns from and cares about each other

We see our vision happening through:
- building relationships of mutual trust and learning
- celebrating and appreciating people
- celebrating success and focusing on what works well
- communicating well and often
- allowing freedom of choice

The nature of the ResEd mentor programme is:
- relational
- personal
- based on trust
- informal

In these aspects lies the strength of what we do.

Compiled by the attendants of the Head Mentor Strategic Camp held 20-22 July 2012 at Stellenbosch University

MENTORS SHOULD:

* Be able to direct mentees to the correct people if they are unable to assist.
* Provide special support to your overwhelmed mentees.
* Facilitate a number of goal driven discussions.
* Keep parents informed about students’ adaption.
* Build relationships with your mentees.
* Develop their own leadership qualities.

MENTORS ARE PEOPLE WHO:

- have a passion for people.
- lead balanced lives and have suitable academic records.
- are role models for fellow students.
- are actively involved in university activities.
- are caring by nature, approachable and not judgemental.
- will meet their responsibilities and be punctual.
**ACADEMIC SPHERE**

Mentors are not tutors and it is not required of you to explain your mentees’ academic work to them. If it is something small and you are able to assist you can (this is why it helps having mentees from the same faculty as yourself), but this is not your job.

If students genuinely struggle with a subject, encourage them to get help from tutors on campus. If there is a group of mentees in your house that all struggle with the same subject you may want to consider asking senior students to assist them. You can work with the HK and/or house head to organise formal study groups or you can simply give the contact details of willing seniors to the first years.

**SOCIAL SPHERE**

The mentor system does not only focus on academics, but includes all aspects of a student’s university experience. As a mentor you have the privilege and responsibility to build a relationship of trust with your mentees and become a friend to them, not just police their academic performance. It is only when there is trust that someone will be honest with you and come to you with problems.

Use your initiative and organise to do something fun as a group or take your mentees somewhere. This is completely up to you and your mentees and you can even ask them to come forward with suggestions to the first years.

**SOCIAL - ACADEMIC CONTINUUM**
The so-called “well-wheel” is a visual representation of and metaphor for a person on his or her life’s journey over all the ups and downs of life. To move successfully over life’s metaphorical road towards your end goal where one can flourish and where one wants to be, requires that one continuously keeps all six of your well-wheel compartments (the six dimensions of wellness, namely the intellectual, emotional, physical, occupational, spiritual and social dimensions) firmly pumped up in order for your well-wheel to roll easily over holes, ditches and stones, without too many bumps and setbacks, towards your end goal. If one or more of your well-wheel’s compartments (dimensions) are flat it will adversely affect your journey to your end goal or even prevent you from reaching it. To move successfully towards your end goal, one should continuously enhance your wellness by, amongst other things, listening well, learning well and living the six wellness dimensions positively.
Mediated Learning Experience

LUISTER
Intentionality and Reciprocity

Competence

LEEF
Meaning

LEER
Transcendence

Selfregulation and Control of behaviour
1a) Your mentees
The people it’s all about!

1b) Head mentor
The head mentor has a special communicative and administrative role to fulfill in your residence/PSO. In general, communication with regards to the mentor programme will come to you via the head mentor. The head mentor also represents the rest of the mentors at certain events such as cluster hub meetings and the head mentor forum.

1c) Head Mentor Forum
The head mentor forum is an initiative which was started at the end of 2011. This forum allows all the head mentors to meet regularly and to discuss matters which they deem as relevant to the mentor programme. It is a networking opportunity as well as a means to give feedback back to different university structures on what works and what doesn’t on ground level.

3a) Residence Heads
How the mentor systems functions in each house is subject to the residence or visiting head of that house. Some heads prefer to be closely involved with hands-on management while others leave more room for HKs, head mentors and/or mentors to follow what works for them. Whatever the case, you can go to your residence head with any questions you have with regards to your responsibilities and how to carry them out. It is also very important to involve the residence head if you pick up that any of your mentees are having problems that need to be dealt with in any way.

3b) Visiting Heads
The visiting head fulfills the same function in a PSO as the residence head does in a res. However, because of the unique challenges of PSO, the cluster coordinator (4a) performs a supporting function with regards to mentors in a PSO. Again, the exact division of responsibilities and functions between cluster coordinator and visiting head differs from PSO to PSO and cluster to cluster. In general, contact your visiting head first with any concerns and if they are not available or able to help you, contact your cluster coordinator.

Note:
The numbering in this section corresponds to the communicative diagram of the mentor structure. Contact details for the people/parties mentioned here are listed at the end of the section.

HINT:
“If you as a house are having problems with the mentor/HK relations, speak to your res/visiting head about it and consider asking around to hear what works in other houses”
4a) Cluster Coordinator
In addition to being res head of one of the houses in a cluster, the cluster coordinator is a full-time university staff member with the job of coordinating all cluster activities. Because the mentor system forms a large part of cluster activities, you will often come into contact with your cluster coordinator at trainings and meetings. Because the cluster coordinators are involved with determining what the mentor system of the university should be like, this is a good person to contact if you have problems with how the mentor programme as a system function in your house.

4b) Cluster convener
The cluster convener is a senior student who gets appointed for a year term (extending from September to the next December with an overlap in leadership) who plays a special role in coordinating and streamlining the student-aspect of all cluster activities. As such the cluster convener works with the HK members of all the houses as well as the mentors. The cluster convener will most often communicate with the head mentors. They will also likely be involved with mentor training. The cluster convener is a good person to contact if you want a student perspective or student help with any problem or issue. The cluster conveners all also attend the head mentor forum.

CSC is where all the lines of the mentor programme meet on the level of university management. They determine what the mentor programme should be like. As director of CSC, Pieter Kloppers (5a) has the final say over what happens with regards to mentors on campus. However, the day-to-day management as well as all administrative matters are handled by Munita Dunn (5b), the deputy director, and the mentor coordinator (5c).

Admin Buildings
All the administrative aspects of university life is situated in the Admin buildings. The two most important contact points between you as mentor and admin is with regards to registration and bursaries. If you are unsure about where to find any person or department in Admin, the best place is to start at Reception in Admin A where you will be directed elsewhere.

Registration
All student register at Admin A. This happens during welcoming and will be covered at length later in the manual.

Bursaries
Mentees often battle to sort out their bursaries. This comes up during registration in the beginning of the year, as well as later. The bursary office of the university is part of Admin and is where you go to sort this out. How to handle problems with bursaries will also be covered later in the manual.

HINTS:
- Consider approaching the cluster coordinator or convener to help create cluster study groups.
The First Year Academy is specifically focused on doing research and giving insight on how to ensure the success of first year students. Even though you do not have direct contact with them, it is good for you to know that they give input on how the mentor programme should be structured as well as have contact with all the faculties.

The Language Centre provides support for all students with regards to language – whether it is writing skills, problems because of a certain language (e.g. international students with Afrikaans) or anything else. This is an important resource which you can refer your mentees to.

The CSCD provides emotional and psychological support for all students on campus – which include you as mentor as well as your mentees. You can attend their workshops on personal development yourself as well as refer your mentees to them. They also provide counseling free of charge for all students.

Even though you probably study the same or a similar degree as most of your mentees, you are a mentor and not an academic tutor. You do not have to know everything about the courses of each of your mentees or provide them with help in all their subjects. You simply have to help them come into contact with the people in their faculty who can help them with this. The faculty secretary is helpful with any questions about degrees and subjects. The name and contact details of the faculty secretary can be found in the Faculty Booklet (available from Reception at Admin A). Information about the tutor programme of a specific faculty can also be found it.

“Brochures on the Language Centre can be found at the CSCD reception”

HINT:
communicative diagram
for mentors
...where you fit into the bigger scheme of MENTORS at the university
## CONTACT details

<table>
<thead>
<tr>
<th>REASON WHY YOU ARE REFERRING</th>
<th>PLACE TO REFER</th>
<th>CONTACT PERSON</th>
<th>CONTACT DETAILS AND ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC:</strong> struggling with academic writing</td>
<td>The Writing Lab at the Language Centre</td>
<td>Anne-Mari Lackay</td>
<td>021 – 808 2989 <a href="mailto:amlackay@sun.ac.za">amlackay@sun.ac.za</a> Crozier Street (number 22 on the campus map)</td>
</tr>
<tr>
<td><strong>ACADEMIC:</strong> problems in a specific module</td>
<td>Arts</td>
<td>Anita Jonker <a href="mailto:ajjonker@sun.ac.za">ajjonker@sun.ac.za</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>Trevor van Louw <a href="mailto:tvanolouw@sun.ac.za">tvanolouw@sun.ac.za</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Law</td>
<td>Bradley Greenhalgh <a href="mailto:bbradleyg@sun.ac.za">bbradleyg@sun.ac.za</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Natural Sciences</td>
<td>Wilma Wagener <a href="mailto:ww@sun.ac.za">ww@sun.ac.za</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agricultural Sciences</td>
<td>Natasja Brown <a href="mailto:nbrown@sun.ac.za">nbrown@sun.ac.za</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economic Sciences</td>
<td>Ilze Gelderblom <a href="mailto:ilzeg@sun.ac.za">ilzeg@sun.ac.za</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engineering</td>
<td>Minaar Pienaar <a href="mailto:mop@sun.ac.za">mop@sun.ac.za</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Sciences</td>
<td>Alwyn Louw <a href="mailto:ajnlouw@sun.ac.za">ajnlouw@sun.ac.za</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Military Sciences</td>
<td>Juanita Coetzee <a href="mailto:juanitacoetzee@maz.sun.ac.za">juanitacoetzee@maz.sun.ac.za</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theology</td>
<td>Shantelle Weber <a href="mailto:sweber@sun.ac.za">sweber@sun.ac.za</a></td>
<td></td>
</tr>
<tr>
<td><strong>ACADEMIC:</strong> Academic queries (for example HEMIS)</td>
<td>The Academic Affairs Council</td>
<td>Chrisna Robbertse <a href="mailto:chrinar@sun.ac.za">chrinar@sun.ac.za</a></td>
<td></td>
</tr>
<tr>
<td><strong>BURSARIES</strong></td>
<td>Financial Aid Office / Bursaries and Loans, Administration A</td>
<td>General Queries</td>
<td>Bianca Damon <a href="mailto:bianca5@sun.ac.za">bianca5@sun.ac.za</a>  (at the reception desk at Bursaries and Loans)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TYPE OF BURSARY:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sheila Brand, Bloemhof Trust, Funza Lushaka, Escom, Merits, Senior Recruitment</td>
<td>Freda Niemann <a href="mailto:fn@sun.ac.za">fn@sun.ac.za</a>  (Room A2068b)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NSFAS, Social Development, Agriculture, Eastern Cape Scholar, Forestry, GT Ferreira, ABASA</td>
<td>Lynette Williams <a href="mailto:lrw@sun.ac.za">lrw@sun.ac.za</a>  (Room A2061)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recruitment First Year, US Loans, New Settlers, Departmental Bursaries, Nedbank</td>
<td>Sharon Lyners <a href="mailto:slyners@sun.ac.za">slyners@sun.ac.za</a>  (Room A2068a)</td>
</tr>
<tr>
<td>CHANGE OF COURSE</td>
<td>The Faculty Secretary (Administration A)</td>
<td>Arts</td>
<td>MC Loxton</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------</td>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education</td>
<td>E Louwrens</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Law</td>
<td>SJG Cornelissen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Natural Sciences</td>
<td>BP Abels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agricultural Sciences</td>
<td>G Gamiet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economic Sciences</td>
<td>N Daniels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engineering</td>
<td>N Hartzenberg</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Sciences</td>
<td>JE Coetzer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theology</td>
<td>SJG Cornelissen</td>
</tr>
<tr>
<td></td>
<td><strong>CRISIS</strong> (emotional)</td>
<td>Centre for Student Counselling and Development: Crisis Line</td>
<td>A Psychologist will be on call</td>
</tr>
<tr>
<td></td>
<td>HEALTH CARE (medical care, health promotion, preventative care, sports medicine)</td>
<td>Campus Health Service</td>
<td>The secretary on duty</td>
</tr>
<tr>
<td></td>
<td>INTERNATIONAL STUDENTS</td>
<td>International Office (International Office is situated under the bridge between Admin A and B)</td>
<td>General Queries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emergency Number (24h)</td>
<td>082 816 5694</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undergraduate Students: Carmelita Talmarkes</td>
<td>021 – 808 2910 <a href="mailto:ctalmarkes@sun.ac.za">ctalmarkes@sun.ac.za</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Postgraduate Students: Sanchia van Staden</td>
<td>021 – 808 2566 <a href="mailto:sanchia@sun.ac.za">sanchia@sun.ac.za</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Afrikaans module for international students: Vernita Beukes</td>
<td>021 – 808 2636 <a href="mailto:vbeukes@sun.ac.za">vbeukes@sun.ac.za</a> (situated at the Language Centre)</td>
</tr>
<tr>
<td></td>
<td>MENTOR PROGRAMME ADMINISTRATION (any queries which your house head or cluster coordinator can’t answer)</td>
<td>Centre for Student Structures and Communities</td>
<td>Munita Dunn</td>
</tr>
<tr>
<td></td>
<td>PLACEMENTS in a residence</td>
<td>Career advice, admission and res placements,</td>
<td>Males: Daleen Kuipers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Females: Mary Hendrikse</td>
<td><a href="mailto:mary@sun.ac.za">mary@sun.ac.za</a> Room 2015B, Admin A</td>
</tr>
<tr>
<td></td>
<td>LEADERSHIP DEVELOPMENT AND TRAINING</td>
<td>Frederik Van Zyl Slabbert Institute</td>
<td>Sanet van Zyl</td>
</tr>
<tr>
<td></td>
<td>PERSONAL DEVELOPMENT</td>
<td>Centre for Student Counselling and Development</td>
<td>The secretary on duty</td>
</tr>
</tbody>
</table>
### Private Lodging
(should you be looking for a list of private accommodation)

- **Housing Office**
  - Officer on call: 021 – 808 4666

### Safety

- **Campus Security**
  - Officer on call: 021 – 808 4731
  - Location: near University Gymnasium

### Sport

- **Sport Performance Institute**
  - Secretary on duty: 021 – 808 4511
  - Email: suspi@sun.ac.za

### Wellness

- **Centre for Student Counselling and Development**
  - Social Worker: 021 – 808 4511
  - Email: lgwitbooi@sun.ac.za

### Students with Special Needs

- **Centre for Student Counselling and Development**
  - Coordinator: 021 – 808 4707
  - Email: cleophas@sun.ac.za

### Police

- 021 809 5000
- Corner of Bergzicht and du Toit street, Stellenbosch

### Stellenbosch Medi-Clinic

- 021 886 9999
- 021 861 2000

### Ambulance

- 10177
- 021 883 3444

### Fire & Rescue

- 021 808 8888
- 021 887 1333
- 021 808 8890

---

## Cluster Contact Details

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Residences</th>
<th>Coordinator</th>
<th>Convener</th>
<th>Convener</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amamties</strong></td>
<td>Serruria, Nemesia, Erica, Helderberg, Equité, Huis Neethling</td>
<td>Benita van Zyl X2461 <a href="mailto:benitavz@sun.ac.za">benitavz@sun.ac.za</a></td>
<td>Monet Nel 076 471 7560 <a href="mailto:16948114@sun.ac.za">16948114@sun.ac.za</a></td>
<td>Teri Olivier 083 275 7917 <a href="mailto:17151430@sun.ac.za">17151430@sun.ac.za</a></td>
</tr>
<tr>
<td>(Maroon)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rubix</strong></td>
<td>Nerina, Metanoia, Pieke, Heemstede, Venustia, Huis Ubuntu (STAG)</td>
<td>Annette du Plessis X2460 <a href="mailto:nerina2@sun.ac.za">nerina2@sun.ac.za</a></td>
<td>Leletu Stuurman 083 572 8862 <a href="mailto:17506077@sun.ac.za">17506077@sun.ac.za</a></td>
<td>Christine strauss 082 052 8423 <a href="mailto:16440994@sun.ac.za">16440994@sun.ac.za</a></td>
</tr>
<tr>
<td>(Red)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tygerberg</strong></td>
<td>Kerkenberg, Hippocrates, Huis Francie van Zijl, Meerhof, Tygerberg Osler PSO</td>
<td>Johan Groenewald 021 938 9148 <a href="mailto:johang@sun.ac.za">johang@sun.ac.za</a></td>
<td>Andeleen Steenkamp 084 514 3127 <a href="mailto:16535995@sun.ac.za">16535995@sun.ac.za</a></td>
<td>Evert Janse van Rensburg 083 657 4108 <a href="mailto:15825957@sun.ac.za">15825957@sun.ac.za</a></td>
</tr>
<tr>
<td>(Blue)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Validus</strong></td>
<td>Goldfields, Concordia, Huis Macdonald, Academia, Huis Visser, Huis Marais, Simonsberg, Lobelia, ISA, Olympus</td>
<td>Noel Bekkers X2452 <a href="mailto:noelbek@sun.ac.za">noelbek@sun.ac.za</a></td>
<td>Orielle Gomes 078 509 7676 <a href="mailto:007264138@sun.ac.za">007264138@sun.ac.za</a></td>
<td>Joliza Carstens 071 252 2976 <a href="mailto:17024013@sun.ac.za">17024013@sun.ac.za</a></td>
</tr>
<tr>
<td>(Orange)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vicmeyer</strong></td>
<td>Huis ten Bosch, Lydia, Minerva, Aurora, Majuba, Dagbreek</td>
<td>Mariëtha Lemmer X2453 <a href="mailto:minerva2@sun.ac.za">minerva2@sun.ac.za</a></td>
<td>Ferdi Boll 082 670 3773 <a href="mailto:16527860@sun.ac.za">16527860@sun.ac.za</a></td>
<td>Sané v d Merwe 079 158 0672 <a href="mailto:17026474@sun.ac.za">17026474@sun.ac.za</a></td>
</tr>
<tr>
<td>(Yellow)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Victoria</strong></td>
<td>Monica, Harmonie, Huis de Villiers, Oude Molen, Wilgenhof, Silene</td>
<td>Marianne de Villiers X2455 <a href="mailto:monica2@sun.ac.za">monica2@sun.ac.za</a></td>
<td>Claire Kotze 083 643 0121 <a href="mailto:17004381@sun.ac.za">17004381@sun.ac.za</a></td>
<td>Arthur Witfield 082 825 6786 <a href="mailto:17051045@sun.ac.za">17051045@sun.ac.za</a></td>
</tr>
<tr>
<td>(Black)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wimbledon</strong></td>
<td>Eendrag, Irene, Arista, Sonop, Helshoogte, Vesta, Nuwe Generasie Koshuis</td>
<td>Riana Engelbrecht X2445 <a href="mailto:riana@sun.ac.za">riana@sun.ac.za</a></td>
<td>Cassandra Nel 079 508 9352 <a href="mailto:17090881@sun.ac.za">17090881@sun.ac.za</a></td>
<td>Lise Barnard 073 456 9650 <a href="mailto:16438094@sun.ac.za">16438094@sun.ac.za</a></td>
</tr>
<tr>
<td>(Green)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HINT:** Make use of Cluster Convengers before approaching Cluster Coordinators
The pre-welcoming period is an important preparatory time. You will receive training and take care of certain administrative concerns such as taking mentor photos and completing payment forms. You also have the opportunity to establish a form of contact with your prospective mentees as soon as they are assigned to your house. This contact allows you to create a communication channel between you and your mentees which helps to start building relationships. This period is also vital for the gathering and bonding of the mentor group, in order to develop a vision for the year ahead.

Mentor training is designed to equip you for your task as mentor as well as to develop you as a leader. Training will take place on a quarterly basis, with the most important trainings in your first and second term of service. The dates will be communicated to your head mentor; make sure to plan ahead. There are also additional workshops presented through the rest of the year as needed or requested by the mentors.

A mentor is compensated twice annually, usually at the end of April and August. You are required to complete a Human Resources document (see Addendum C 1) and Banking Details form (see Addendum C 2). Hand both these forms to the HK or Headmentor (dependent on your residence/PSO) who will submit your forms. Co-operation between mentors is essential: before any payment to your group of mentors can be completed all individual mentors’ forms must be submitted. In other words: if one mentor’s information is missing then no payment will be done for the entire group.

**TAKE NOTE:** Payments to mentors are based on performance. In other words - if you do not conform to the minimum requirements throughout the year, your second payment will either be halved or not paid at all. Your head mentor will communicate the performance requirements to you.

Most houses have mentor photos taken for record-keeping, to display when first years arrive, for their website, etc. It is wise to have these done before the first years arrive – if possible, before the December-holidays. Individual mentor photos can be used to create business cards for each mentor. (See Addendum S 1 for a template.) You can give these business cards to your mentees as well as to their parents once they arrive.
WELCOMING LETTER

The first part of pre-welcoming contact is sending a letter to prospective first years welcoming them to the residence or PSO. The university provides a template of this letter (Addendum C 3) to each house. The letter informs the first year of the mentor programme and that he/she will be allocated to a mentor for the duration of their first year at Stellenbosch University. The letter should briefly describe the function of the mentor programme and what it seeks to achieve. With the letter a preparation questionnaire is also mailed which the first year has to complete and return.

It is up to individual houses to adapt the template to suit their environment. It is strongly suggested that you make use of and refer to other communication means such as Facebook groups in the letter. You are also free to include any other house-specific correspondence with the letter. The house head, HK and/or head mentor usually works together to compile this letter and to send it out to all prospective first years. If you as mentors have specific requests of what should be included in the letter (e.g. reference to a Facebook group, contact details of individual mentors), communicate this to the person(s) in charge of compiling and sending out the letter.

PREPARATION QUESTIONNAIRE

The Preparation Questionnaire is a University-compiled document (see Addendum C 4) that helps first years to think about their prospective university career. This questionnaire should be included with the welcoming letter (See 4.1). The letter should make clear how and when the completed questionnaire should be handed in. This questionnaire is very important because you will use it as background when you have the first one-on-one conversations with your assigned mentees in the beginning of Welcoming.

CURRICULUM VITAE

It is suggested that a CV template is included with the welcoming letter. A suggested template is provided as Addendum S 2. The completed CV primarily concerns the interests of the student. It can be of assistance in residence roommate placing as well as in assigning mentees to mentors who have similar characteristics and interests. Indicate clearly how and by when the completed CV has to be returned.

FACEBOOK

Social networks can be used for uncomplicated communication between you and your prospective mentees. Facebook is one of the most useful since it allows you to post updates and important information to the prospective first years as well as allows them to ask questions and to bond with their fellows. It is ultimately the choice of the prospective student to join the group, but ensure that you make him/her aware of the existence of the said group in the welcoming letter.
During welcoming

MEETING YOUR MENTEE FOR THE FIRST TIME

You will play a big role on the first day of Welcoming: the day that the first years and their parents arrive. The events of this day differ from house to house. However, as mentor it is your responsibility to be concerned with the social and academic adjustment of your mentees. You will often find yourself setting first years and (in some cases more so) their parents at ease about various (often trivial) matters. Be helpful and friendly. Make yourselves available to parents if they have any concerns at a later stage. Business cards [Addendum S 1] can come in handy.

The first time you meet with your mentees as a group (probably after their parents have left) is also very important. Introduce yourself and share a bit about yourself and have each of your mentees do the same. Briefly explain what mentors’ function is. This is a good time to have them complete the Consent Form [see Addendum C5]. It is advised to complete all admin at this first meeting. Have mentees complete an Information Form [see Addendum S3] so that you have all their information. Ensure that each mentee saves your cell phone number to their phone and that you save their numbers to your phone.

At the first meeting, also ensure that all mentees have everything they need for registration. If they do not, this leaves enough time to have documents mailed/faxed/couriered. At the first meeting, many of your mentees will have many burning questions. Answer any other questions your mentees might have.

This first meeting is undoubtedly important. Communicate well in advance with the HK of Welcoming to set aside enough time at an early stage in the programme for this. Also give feedback to the HK (if necessary, via the head mentor) after this and all other meetings with your mentees. If first years are tired/scared/etc. you can inform the HK so that they can adjust the programme.

One of the few specific requirements the university sets for each mentor and mentee of all the houses, is that mentors should have a one-on-one conversation with each of their mentees within the first 48-hours of the Welcoming Programme. The objective of the ‘one-on-ones’ is to get to know your mentees, find out where their interests lie and identify any uncertainties or fears they may have. This not only helps build trust between you and your mentee, but can also shed light on situations or problems later on in the year – e.g. if they want to change course or even if family problems arise.

Furthermore, it provides you with the context on how your mentees see their university career and what motivates them in life – which will in turn help you to motivate them. Even though the confidentiality of your mentees should be respected, it is also useful if you give feedback to the HK on things picked up on during these conversations (e.g. if a mentee has concerns because their religious views will not be respected you can alert the HK to be accommodating towards this mentee).

Note: It is not compulsory for first years to form part of the mentor programme – even though it is obviously for their benefit. If any first year has a problem with a certain aspect of the mentor programme (e.g. the letters being sent to their parents, any study sessions, etc.) discuss it with him/her. If you cannot resolve the first year’s concerns, encourage him/her to talk to the house head about working out a “special mentor programme packet” (e.g. no letters).

Hint: Even though ‘one-on-ones’ is communicated to the HK in charge of the programme, make sure that enough time is set out in the programme. Ensure that you are aware and available during the times set out in the programme!
It is of utmost importance to ensure that all first year students are registered. As a mentor you will help guide your mentees through the registration process. The following page will serve as a guide to help you register your mentees and some possible scenarios will be highlighted.

1) PRACTICAL TIPS
   - It helps to e-register students so that the hassle of waiting in queues can be avoided. All students who wrote the IEB or NSC matriculation examinations will be able to e-register. E-registration can be done on the MyMaties webpage.
   - Students who wrote a different set of examinations will have to go to Admin A during their respective time slots. The respective time slots should be in the VerwelkomingsMatie or in one of the letters posted to the student.
   - If the student misses his or her time slot for any reason the faculty secretary will be able to register students.
   - Please note that mentors are not expected nor allowed to wait in the queues with their mentees.

2) STUDENT BURSARIES
   * Students who have a bursary of over a certain amount need not pay a registration fee. But a letter stating the amount of the bursary will be required when collecting student cards.
   * If the student has completed the NSC or IEB syllabus he/she may still e-register.

3) INTERNATIONAL STUDENTS
   ♦ It will be useful to send the student to the international office to ensure that he/she has the necessary documentation. There are a few extra requirements in terms of registration for international students.
   ♦ International students are required to register manually at Admin A and they are required to bring the following:
     ⇒ A passport.
     ⇒ A study permit.
     ⇒ A copy of their matric results.
     ⇒ The acceptance letter into Stellenbosch University.
     ⇒ Proof of payment (please note that international students are required to pay a higher amount for registration).

4) INTERNATIONAL STUDENTS WHO RECEIVE THEIR RESULTS LATE
   In many cases international students will only receive their results during the New Year. For this reason these students may miss their allocated timeslot for registering at Admin A. In this case one should do the following:
   - Go to the international office to get their results moderated.
   - Then go to the queue by Admin A and explain to the security guard that the results just need to be put on the computer system.
   - Let the first year student go through in order to place his or her results onto the system.
   - Then go to the faculty secretary to register the student.
5) COLLECTING STUDENT CARDS

Once registered, try take all your mentees in one big group to collect their student cards to save time and effort. You need proof of payment (or a bursary letter stipulating the amount of the bursary) and proof of registration to collect your student card (and Matie Diary).

ACADEMIC PROGRAMME

The Academic Programme is scheduled by the various faculties. Even though residence/PSO activities may be scheduled at the same time as activities of the Academic Programme, the Academic Programme is compulsory and has to take preference.

If you are aware of any clashes, ask the head mentor or HK of mentors to point it out to the HK in charge of the residence/PSO welcoming programme. Be willing to be flexible!

PRACTICAL TIPS

- Read the welcoming booklet to ensure that you are aware of all the sessions that your mentees need to attend.
- If another mentor is going to the same place it may be useful to send your mentee with him/her so you can focus your time and energy on something else.
- To ensure that you do not lose any first year students give them your phone number and ask them to keep their cell phones on them when they are on campus.
- If you cannot answer some questions, find out what the answer is and then get back to your mentee – or help your mentee to find out for them.
- Ensure that you communicate with the HK so they know when you are with your mentees and when you need to take your mentees somewhere. This is important as the HK tend to be very busy and stressed during the Welcoming Period.
**STUDENTS WITH SPECIFIC NEEDS**

**INTERNATIONAL STUDENTS**

It is important to understand that international students may have culture shock when coming to Stellenbosch University. It would help if you as a mentor can speak to international students and see how they are coping away from home. International students may also have problems contacting home thus it would be worthwhile to make them aware of computers with internet access in Stellenbosch University. It would be useful for international students to learn Afrikaans. The international office offers a basic Afrikaans module. (See Contact List for details.) It would be worthwhile letting international students know this. Registration for this module takes place early in the year. If the registration deadline is missed then the student will have to wait until the second semester to do the course.

**STUDENTS IN NEED OF FINANCIAL ASSISTANCE**

For students in need of financial assistance it would be useful visiting the undergraduate bursary office (see Contact List) to see where they can help. There are study loans and bursaries available and the undergraduate bursary office in Admin A will be aware of the opportunities available to first year students. If there are any other financial needs other good points of contact are the house head and Student Affairs (see Contact List).

**FIRST GENERATION STUDENTS**

Students who are the first to study at any university or Stellenbosch specifically have unique needs. To help ease the adjustment process of first generation mentees you could let them know about the CSCD as the CSCD offers various workshops to help ensure a successful university career. Student Affairs also employ staff members to specifically help first generation student adjust to university.

**GENERAL**

During the welcoming programme you will see your mentees regularly, thus it is important that you take time to get to know them and form relationships with them so that they can feel free to approach you for help when the academic year begins.

This is even more so for PSO students. Use the welcoming period to decide with your mentees on how you are going to function as mentor group during the rest of the year (e.g. regular meetings, Facebook, e-mail, etc.)

**Please note:** If the first year student is hesitant about their course, it is still possible to change courses early on in the year. It would be useful to communicate this to your mentees.
Note:
Remember that your mentor term extends until the end of the year. The time after welcoming gives you more opportunity to make a significant impact on the lives of your mentees.

MEETING WITH YOUR MENTEES

It is strongly recommended that you meet with your mentees at least once a week. Regular contact ensures that you stay in touch with how your mentees are doing personally and academically. It provides you with the opportunity to become better friends and also allows you to pick up on any problem areas. It’s very important that you do not try to handle problems on your own. Rather refer your mentee to the right people.

Some of the common problem areas include:

* Struggling with a particular subject – refer to lecturer and/or tutor programme
* Doing a course he/she does not enjoy – refer to CSCD
* Personal problems (family, emotional, health, relational, etc.) – refer to res/visiting head and/or CSCD
* Financial problems – refer to res/visiting head and/or bursaries
* Problems adjusting to university and/or residence life – refer to res/visiting head and/or CSCD

TIPS FOR PSO MENTORS:

Try to decide on when you and your mentor group is going to meet during welcoming. Choose a default day, place and time that suits everyone. Also do not disregard the use of Facebook – make a mentor group where you can start electronic discussions. Inbox individuals. Still maintain a degree of face-to-face communication – e.g. set up a personal meeting with someone struggling with something particular or get the group together over a meal for one of the discussion topics.

ONE-ON-ONES AND GROUP MEETINGS

What works best for most houses, is to have group meetings every second week and to meet with each of your mentees on an individual basis during the other week. The one-on-one meetings can be very informal: walking to class together, sitting next to each other in the dining hall, etc. Some mentees will prefer group contact and others one-on-ones – cater to their personalities.

DISCUSSION TOPICS

Your job as a mentor not only involves “being there” for your mentees but also facilitating group conversations which will challenge your mentor group to think in new ways about being a student and about life in general. You are not expected to be an expert or a lecturer in these conversations. You are simply introducing a topic and facilitating a type of conversation that will cause all the people involved (including yourself) to think out of the box. ...continues...
DISCUSSION TOPICS (CONTINUED)...

You do not need to be an expert on the topic to facilitate a conversation like this. During mentor training, you will be given certain practical tips and different strategies on how to facilitate these type of conversations. The best way to gain these facilitation skills is by practicing them. Do not be afraid to try and learn. You will gain priceless experience which you will use over and over again in life.

The Centre for Student Structures and Communities give suggestions on which topics they would like to see covered during the year. The head mentors together with the cluster coordinator decide in which order these topics will be done in your cluster.

If you feel that the needs of your house or your mentor group are different from what was decided, you are welcome to discuss this with your res/visiting head. Together you can decide to change the order of the conversations. You are also very welcome to introduce other topics based on the needs you perceive. However, always run your topics and timing past your res/visiting head.

The topics which will be covered during your term will be communicated to you by the beginning of the year at the latest.

HINT:

The topics which will be covered during your term will be communicated to you by the beginning of the year at the latest.

MEETING WITH YOUR FELLOW MENTORS

IN HOUSE CONTEXT:
It is strongly suggested that all the mentors in a house meet with the res/visiting head and/or HK of mentor/academics at least once a month. (Many residences prefer meeting every two weeks.) At these meetings you will decide on the direction of the mentor programme in your residence and any information from the university will be relayed to you. This is also a valuable opportunity for you to talk to the res/visiting head and/or HK about problem situations with any mentors.

IN CLUSTER CONTEXT
There may be sporadic training sessions as well as meetings and socials organised in cluster context as the need arise. It is good to make use of these networking opportunities. The head mentor, HK of academics and res/visiting head of each house in the cluster also has to attend quarterly hub meetings in cluster context where the mentor programme of the cluster is aligned.

IN UNIVERSITY CONTEXT
In 2011, a new initiative was started where the head mentors of all the houses meet for a head mentor forum on a regular basis. At this forum the head mentors get the opportunity to network, exchange ideas and consolidate on any matters arising out of the mentor programme on campus. The head mentor forum provides the mentors a means of communication back to the university.

Training and/or workshops for all the mentors of the university will be presented during your term. These will either be initiated by the university management or be in response to an issue picked up by the head mentor forum.
One of your responsibilities is to write letters to the parents of each of your mentees twice a year. The first one is written in April and concerns the initial adjustment of the mentee to residence and university life. The second one is written in August and comments on how the mentee has settled into university life.

You can refer to the examples of letters at the end of this manual [Addendum S 5] for guidance. The specific deadlines as well as the logistics regarding the letters (who sends it, by when, etc.) is decided in house context.

Please note the following regarding these letters:

- You have to get permission from your mentees to write letters to their parents. You can do so at the beginning of the year by using the form of consent and the personal detail questionnaire provided in the back of this manual. [See Addendums C4 & C5]
- You are not writing on the academic progress or marks of your mentees (marks are sent to the parents by the university already) but about their social adjustment.
- Display tact when writing about your mentees. Your main responsibility is to improve the communicative situation between your mentees and their parents.
- Before you write the letter, consider having a conversation with each of your mentees or use the questionnaire [see Addendum S 4] at the back of this manual.
- Your res head has to sign off on your letters. Make sure your language use and content is satisfactory before sending it to be approved by the res head.

If you have any questions regarding the letters, feel free to speak to the head mentor, HK of academics, res head, cluster convener and/or cluster coordinator about it. Training or workshops on letter writing could be made available to you.

The Wellness system was developed to provide mentees and mentors alike the tools and logging facilities in order to grow in a balanced manner. The individual mentee and mentor profiles are available on the wellness website after registration, as well as the statistics on the logged sessions of the respective residences/PSOs.

Further information will made available on www.sun.ac.za/bewell
Included in the Manual are a range of Addendums. Addendums are divided into two categories namely: compulsory and supplementary addendums. Compulsory addendums are prescribed by the University of which you are obliged to make use. Supplementary addendums are merely additional suggested documents for each residence to use at their discretion.

Compulsory Addendums: C 1 - C5
Supplementary Addendums: S1 - S4

ADDENDUMS ELECTRONICALLY AVAILABLE AT www0.sun.ac.za/ssg
PERSONAL PARTICULARS OF EMPLOYEE / CLOSED CORPORATION

This form must be completed when you start working at Stellenbosch University for the first time

1. Title (e.g. Prof./Dr./Mr./Mrs./Miss) ____________________________ Passport no _____________ Expiry Date _____________
2. Gender: Male/Female ____________________________ Work Permit no _____________ Expiry Date _____________
   Residence Permit YES/NO (Please attach copy of work permit/residence permit)

3. Surname (block capitals) ____________________________ Contact no _____________
4. First name ______________________________________ ID number _____________
5. Maiden name ______________________________________ Date of birth _____________

6. Postal address ____________________________ Postal code _____________
   Street address ____________________________ Postal code _____________

7. Language preference

8. Correspondence Language: Afrikaans ☐ English ☐ IsiXhosa ☐

9. Home language and language competency (Mark with an X)

<table>
<thead>
<tr>
<th>Language Competency</th>
<th>Language Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>English</td>
</tr>
<tr>
<td>Sepedi</td>
<td>Sesotho</td>
</tr>
<tr>
<td>Setswana</td>
<td>siSwati</td>
</tr>
<tr>
<td>Tshivenda</td>
<td>Xitsonga</td>
</tr>
<tr>
<td>isiNdebele</td>
<td>isiXhosa</td>
</tr>
<tr>
<td>isiZulu</td>
<td>Other (Specify)</td>
</tr>
</tbody>
</table>

10. Are your disabled? (See NOTE) YES ☐ NO ☐
    If the answer is YES, please state your disability ____________________________

11. Do you hold a permanent full-time position at any institution other than Stellenbosch University? Mark with an “X”
    YES ☐ NO ☐

12. Marital status: Mark the applicable block with an X. Married ☐ Unmarried ☐

13. If you have an income tax reference number, please quote same here: ____________________________

14. Your nationality (e.g. SA citizen, Namibian citizen, etc.) ____________________________

15. Race (Information required by statute for statistical purposes) Asian/India ☐ African ☐ Coloured ☐ White ☐

16. DECLARATION: I declare that the information furnished in this form is true and correct.

__________________________________________ Date ____________________________ Signature of employee ____________________________
__________________________________________ Department or division where employed ____________________________
Name of Supervisor ____________________________ UT-number of Supervisor ____________________________

NOTE: "People with disabilities" refers to people who have a long-term or recurring physical or mental impairment that substantially limits their prospects of entry into, or advancement in, employment.

Personal particulars of employee/MHB Vorms/Administratief (January 2011)
DETAILED OF BANK ACCOUNT

Complete this form if you are a first time employee of the University:

1. UT-NUMBER / STUDENT NUMBER: ________________________________
2. SURNAME AND INITIALS: ______________________________________
3. TITLE (Dr. Mr. Mrs. etc.): ______________________________________
4. RANK (eg. Mentor, HK, etc): ________
5. RESIDENCE: ________________________________

6. DETAILS OF BANK/FINANCIAL INSTITUTION:
   NAME OF BANK: ________________________________________________
   NAME/ADDRESS OF BRANCH: _____________________________________

   ________________________________________________________________

   TYPE OF ACCOUNT: CHEQUE [ ] SAVINGS [ ] TRANSMISSION [ ]
   (Mark with X)

   ACCOUNT NUMBER:
   ________________________________

   BANK BRANCH CODE: ____________________

   ACCOUNT-HOLDER’S NAME: ________________________________
   (The account number must be certified by the bank or proof of the account number must be attached eg. a cancelled cheque.)

   .......................................................... ........../ ........../ ...........
   SIGNATURE OF EMPLOYEE DATE

CERTIFICATION BY FINANCIAL INSTITUTION

It is hereby certified that account number stated above is correct.

   .......................................................... ........../ ........../ ...........
   SIGNATURE FOR FINANCIAL INSTITUTION DATE
Dear [residence name e.g. “Helshoogter”]

Congratulations on being accepted to [name of residence] [Mens/Ladies] Residence. We hope that the years you spend with us will be happy and successful ones.

At [name of residence] we place a high premium on personal, academic and career success. Consequently, we would like to assist and offer support as you start your academic career.

On arrival at [name of residence] you will, together with a small group of other first-years, be allocated a mentor who will act as your source of support during this exciting time in your life. Your mentor would like to get to know you and for this reason would like you to share your dreams, expectations and goals for your university studies, and ultimately your goals and dreams for your future after graduating from our University. To facilitate this process, please complete the attached form, explaining why you decided to come to Stellenbosch University, what your expectations are, and what you hope to achieve. This information will not only give us some insight into who you are, but will also be used to guide the discussion that you have with your mentor during your first week on campus.

We, therefore request that you please post the completed abovementioned form and the included CV document to us by [insert date of return].

Please send your completed forms to:
Mr/Ms ..............
Address Line 1
Address Line 2
Address Line 3

Please feel free to contact us if there are any questions or concerns.

Stellenbosch University is a wonderful place to study – we look forward to sharing this experience with you.

With best wishes

[Residence Head Name]  [Head Mentor Name]  [HK Name]
Residence Head  Head Mentor  HK: Mentors
[Telephone Number]  [Cellphone Number]  [Cellphone Number]
Prospective Student - Mentor Discussion

[residence name] PREPARATION QUESTIONNAIRE

1. Name:

2. Student number:

3. Address of primary caretaker (address where correspondence from Mentor will be sent):

4. Degree:

5. Ideally, I would like to study (if different from above):

6. I chose this degree because (please consider carefully and answer in depth):

7. I dream of one day...(please consider carefully and answer in depth):

8. In ten year’s time I see myself as:

9. My most important life values are:

10. I am at my happiest when:

11. The things I look forward to in coming to Stellenbosch are:

12. I would like to achieve the following in my time at Stellenbosch University
   a. Academically:
   
   b. Socially:
   
   c. Personally:
   
   d. Other:
VRYWARING EN AANVARDING VAN DEELNAME AAN MENTORPROGRAM

INDEMNITY AND ACCEPTANCE OF PARTICIPATION IN THE MENTOR PROGRAM

1 Ek, hiermee:
1.1 aanvaar deelname tot die mentorprogram;
1.2 gee toestemming aan my mentor tot my akademiese vordering;
1.3 neem kennis van my mentor se verantwoordelijkheid om jaarliks twee briefe aan my ouers te stuur en;
1.4 erken dat my mentor of die Universiteit Stellenbosch nie aanspreeklik sal wees vir enige optredes namens en/ of advies en/ of stellings aan my deur my mentor nie.

1 I hereby:
1.1 agree to participate in the mentor programme;
1.2 grant permission to my mentor to have access to my academic progress;
1.3 acknowledge that my mentor has the responsibility to send two letters to my parents annually and;
1.4 recognise that my mentor or the University of Stellenbosch will not be liable for any act on behalf of and/or statements made and/or advice given to me during the mentor period.

GEDATEER TE STELENBOSCH OP HIERDIE _____ DAG VAN_______________ 20__.

DATED AT STELENBOSCH ON THIS _____ DAY OF _________________ 20__.

<table>
<thead>
<tr>
<th>Naam &amp; Van</th>
<th>Handtekening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name &amp; Surname</td>
<td>Signature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inwonende Hoof</th>
<th>Hoofmentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence Head</td>
<td>Head Mentor</td>
</tr>
</tbody>
</table>
FIRST YEAR CURRICULUM VITAE

[Residence/ PSO Name]

Name & Surname:

Student Number:

Date of Birth:

Home Town

Strong Points:

Interests:

Activities:

Sport

Culture

Other

THE FOLLOWING QUESTIONS PERTAIN SOLELY TO RESIDENCES

Family that has been or is currently in [residence name]:

Do you know anyone currently in [residence name]?  

Describe the type of person you would want as a roommate in one sentence:
### FIRST MEETING INFORMATION FORM

<table>
<thead>
<tr>
<th>RESIDENCE OR PSO:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SECTION/ FLOOR:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME &amp; SURNAME:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CELLPHONE NUMBER:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDRESS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[Where mentor letter will be posted]</td>
<td>POSTAL CODE:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SU REGISTERED?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT NUMBER:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MYMATIES PASSWORD?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SPORT:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Rugby</td>
<td></td>
</tr>
<tr>
<td>2 Cricket</td>
<td></td>
</tr>
<tr>
<td>3 Hockey</td>
<td></td>
</tr>
<tr>
<td>4 Tennis</td>
<td></td>
</tr>
<tr>
<td>5 Squash</td>
<td></td>
</tr>
<tr>
<td>6 Soccer</td>
<td></td>
</tr>
<tr>
<td>7 Chess</td>
<td></td>
</tr>
<tr>
<td>8 Athletics</td>
<td></td>
</tr>
<tr>
<td>9 Table Tennis</td>
<td></td>
</tr>
<tr>
<td>10 Boxing</td>
<td></td>
</tr>
<tr>
<td>11 Pool</td>
<td></td>
</tr>
<tr>
<td>12 “Toutrek”</td>
<td></td>
</tr>
<tr>
<td>13 Swimming</td>
<td></td>
</tr>
<tr>
<td>14 Gymnastics</td>
<td></td>
</tr>
<tr>
<td>15 Other (if yes specify)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CULTURAL ACTIVITIES:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Toneelspel/ Drama</td>
<td></td>
</tr>
<tr>
<td>2 Sêr (Singing)</td>
<td></td>
</tr>
<tr>
<td>3 Debating/ Public Speaking/ “Redenaars”/ ATKV Debat</td>
<td></td>
</tr>
<tr>
<td>4 Instruments</td>
<td></td>
</tr>
<tr>
<td>5 Dance</td>
<td></td>
</tr>
<tr>
<td>6 Poetry</td>
<td></td>
</tr>
<tr>
<td>7 Other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNITY SERVICE:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>BURSARY INFORMATION:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BURSARY?</td>
<td>YES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IF YES BURSARY TYPE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BURSARY AMOUNT:</td>
<td></td>
</tr>
</tbody>
</table>
Questionnaire before writing the first letter

Please answer honestly and in brief detail. No one word answers, please elaborate. This is strictly confidential and will only be viewed by me. The purpose is purely to give me further insight and to make sure you are coping with university thus far.

1. How do you feel about [RESIDENCE NAME] as a res? Do you feel part of the family? Are you enjoying the people and fellowship?

2. Are you happy with the blocks/sections you stay in? Are your block mates considerate and not overly loud or untidy?

3. Do you get along with your roommate and are they considerate?

4. Do you feel you have gotten to know and connect with your seniors?

5. Do you feel the HK are fair and approachable, and are performing the jobs?

6. Is there anything in the res that you feel uncomfortable about?

7. Do you feel you are coping with your workload? That all of your subjects are receiving the necessary time they require?

8. Do you feel you are working towards an academic/social balance?

9. Do you attend class regularly? Please indicate to what degree.

10. How do you feel about the university’s language policy? i.e. A/E and T options?

11. How much time on average do you spend on out of class studies a day?

12. Do you feel the mentor system is beneficial to you?
Template for letter in April

[Residence letterhead]

Date ........................................

Dear Mr and Mrs [Surname of Mentee]

My name is [Name of Mentor]. I am a senior student at [Residence], Stellenbosch University and was appointed as a Mentor to ease the adjustment of new students and promote their academic progress.

Over the past three months, I have started to get to know [mentee]; both formally in the mentor programme and informally around residence. Though at first a bit nervous about her academics, [mentee] seems much more comfortable now. [She/He] attends all [her/his] mentor sessions regularly. During these bi-weekly sessions [she/he] works diligently. [Mentee] is a pleasure to have as my mentee and [her/his] punctuality and dedication is highly appreciated.

[Mentee] appears to have settled into residence well. [She/He] plays table tennis for residence and has joined the committee which is responsible for decorating the common areas in residence. [She/He] has not mentioned that [she/he] has had any sort of difficulty adjusting to living away from home and appears to be making friends. [She/He] was concerned about time management, but attended a workshop to try and overcome this. She is working consistently, despite the involvement in extra-curricular activities.

Please feel free to contact me should you have any further queries.

Name & Surname of Mentor .................................................. Name of Residence Head ..................................................
[Residence] Mentor
Cellphone Number
Email Address
Residence Head