LSAMP Level 1 Training

Pre-work
This material will help you get a sense of what mentoring is, what skills you will need and some tools to consider as you engage in training and mentoring. You will be asked to reflect, question yourself and ideas and come prepared to participate.

**Instructions for Level 1 Training Pre-Work**

1. Read ALL the material contained in this deck and engage in questions and/or reflections to get you thinking about your mentoring role and how you see yourself in it.
2. It should take you about 30-45 minutes.
3. Engage with all the material please as only a few things will be referred to in the training.
4. Come with questions and be ready to engage in Level 1 training— the more you put into it, the more you will get out of it!
Mentoring will change you and will change the lives of the people you interact with! It’s a powerful tool in helping to make you and others successful in whatever they set out to do.

Being a mentor requires skills and abilities, most of which you already have, but will require a bit of refinement and/or practice to feel comfortable in a mentoring relationship. This training will outline and help you understand why mentoring matters and how to mentor, virtually and in-person.

Click on this video to get started. We look forward to seeing you in training!
Top Characteristics of Success

There is not often alignment with the skills perceived to be valued in STEM professions and those in social work and/or counseling professions. Note the word perceived. In fact, research suggests that the STEM field needs people who not only know the engineering process and how to apply it, or how to get an A in Differential Equations, but also who have the following characteristics (in this order).

1. Being a good coach
2. Communicating and listening well
3. Possessing insights into others (including others different values and points of view)
4. Having empathy toward and being supportive of one’s colleagues
5. Being a good critical thinker
6. Problem solving
7. Being able to make connections across complex ideas
8. STEM expertise

https://rework.withgoogle.com/blog/the-evolution-of-project-oxygen/
The Value Proposition for Peer Mentoring

You have an opportunity to deepen and broaden who you are by adding some new skills to your toolbox that will make you not only a strong STEM student and person, but also an excellent STEM professional. In the next section, the Value of Peer Mentoring will be covered. It will be imperative that you are able to tell your mentees (and others) why it is important that they engage with you and what they will gain from it. Consider these characteristics as you develop your value proposition.

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The Value Proposition for Peer Mentoring

Your mentee may not be convinced automatically that peer mentoring is for them. The WHY, or value, of peer mentoring should be clearly articulated to the mentee, hence as their mentor it’s important that you know how to articulate the value of peer mentoring.

A value proposition is a promise of value to be delivered, communicated, and acknowledged. It is also a belief from the customer about how value will be delivered, experienced and acquired.

Value proposition should describe three things:

1. **How** peer mentoring solves/improves problems
2. **Benefits** mentees can expect
3. **Why** mentees should participate

How will you articulate the value of peer mentoring to your mentee?
What is a Peer Mentor?

A guide to resources
A role model
A teacher
An advocate
A motivator

Is there anything missing from this list? Consider mentors you have had in your life.
What a peer mentor is not...

- A boyfriend or girlfriend
- A professional counselor/social worker
- A surrogate parent

What does a surrogate parent do specifically that might something a peer mentor need not do?
What a Peer Mentor SHOULD NOT Do...

- Break promises (B)
- Become a crutch (B)
- Condone negative behavior (C)
- Expect too much and/or expect too little (E)
- Talk down to mentee (T)
- Be inconsistent (B)
- Do their learning or thinking for them (D)
- Force the mentee into anything (F)
- Talk unkindly or unprofessionally about a faculty or staff member (T)
- Break confidentiality (except when appropriate) (B)
Ethics and Morals

Ethics and morals are important to understand in the context of peer mentoring. These are the standards by which you will guide yourself and your mentoring relationship.

Being a peer mentor has a lot of benefits for both you and your mentee, however it can also be a hard relationship to navigate. Due to your age and status in college, you could also be this person’s friend or classmate.

Being a peer mentor requires an additional layer of complexity in the relationship because you aren’t friends, counselors or surrogate parents.

Consider what situations might arise in a peer mentoring relationship that you may have to work through?
Ethics and Morals

Ethics

Moral principles that govern a person's behavior or the conducting of an activity, generally decided by society.

Morals

A person's standards of behavior or beliefs concerning what is and is not acceptable for them to do.
Kitchener's Five Ethical Principles

Do No Harm/ Non-Malfeasance - avoid inflicting either physical or psychological harm on others

Respecting Autonomy - individuals have the right to decide how to live their lives, as long as their actions do not interfere with the welfare of others

Beneficence/Benefit Others - obligation to improve and enhance the welfare of others

Justice/Be Just - assumes equal treatment of all, to afford each individual their due portion

Fidelity/Be Faithful - keep promises, tell the truth, be loyal, and maintain respect and civility

A little self reflection in this area will be helpful as you begin to mentor and engage in school activities. What area will you need to focus on as you become a mentor? What area may come a bit easier?
Diversity, Inclusion and Equity in Mentoring

What we care about, where we come from, our experiences and so much more are all a part of who we are as people. And in mentoring you will sit across from people who are very different than you and it’s imperative that show up with openness, consideration and the desire to learn about that person as an individual.

This seems like a no-brainer, yet it will be important that as you mentor people that you challenge your own biases, consider areas where you can grow, and be willing to learn about yourself through this process.

To begin, please click on this link and take two of the Implicit Association Tests (IAT). Please take the Race IAT and choose another test on an area where you are less certain about how you feel and/or can relate to others.

You will not be asked to share your results of these tests. It’s simply an opportunity to begin and/or continue reflection, growth and development in this area.
Diversity, Inclusion and Equity in Mentoring

Implicit Association Test (IAT)

Reflection Questions

• How did you react to your IAT results? Were you surprised? Or affirmed?

• Reflect on your life experiences that may have influenced your results. Consider your childhood and family upbringing; your race and/or ethnicity; the neighborhoods in which you’ve lived; media messages; family and peer networks; etc. How might these experiences have shaped your biases, with or without your conscious awareness?

• How might knowing your IAT results affect your future actions and decisions, both in your mentoring role and in other aspects of your life?

Adapted from: Making Sense of your IAT Results (Rep.). (n.d.). OH: Kirwan Institute.
Terms to know

**Cultural Competence**
The ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. It includes adjusting your own and your organization’s behaviors based on what you learn. It is not something you master once and then forget. It is a lifelong journey.

**Bias**
A particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned
- Unconscious bias is hidden, automatic and natural

**Privilege**
A right or immunity granted as a personal benefit, advantage, or favor. Privilege grants a set of benefits and system rewards to one group while simultaneously excluding other groups from accessing these advantages.

**Stereotype Threat**
A self-confirming belief that one may be evaluated based on a negative stereotype associated with race, gender, etc.
- Example: Students who are reminded of negative stereotypes about their race or gender before taking a test perform worse on those tests, especially if the negative stereotype is one that makes them feel academically inferior.
This will be covered in the training but consider different aspects of yourself in relation to this graphic. What does someone see on the surface and what is important to you that others do not automatically see?
• Approximately **one third** of under-represented students that declare a STEM major end up graduating with a STEM degree (Wilson et al. 2012).

• African Americans, Hispanic Americans, and Native Americans comprise **34%** of the population, but earn only **12%** of all undergraduate degrees in engineering (National Action Council for Minorities in Engineering, Inc. 2011).

**Louis Stokes Alliance for Minority Participation**

We need more racial, ethnic and underrepresented people in STEM fields!
Mentoring isn’t the easiest thing to do, but it’s also not the hardest. An aspect of mentoring that is challenging is that you are trying to build a relationship with someone out of thin air! It can be a bit nerve wracking in the beginning, but do not fret, you aren’t alone in that feeling. It gets easier and once you are past the first meeting it will be easier every time after that! This section gives a brief overview of communication and mentoring skills that will make you an impactful mentor!

Communication is key!

What makes you the most nervous your communication style in relation to mentoring? If there are areas you aren’t comfortable with, this is an opportunity to grow and develop those skills, not only for your mentoring role but for every role you’ll have in the future.
Communication Skills

- Active listening
- Non-verbal communication
- Questions
- Clarifying and summarizing
- Demonstrating empathy
- Providing feedback
- Being present
- Building rapport
8 Skills of Mentoring

**Attending**

Relates most directly to the concept of respect, which is demonstrated when a mentor gives the student undivided attention, and which, by means of verbal and nonverbal behavior, expresses a commitment of focus completely on the student. The term connotes an active behavior on the part of the listener and is a prerequisite to effective helping. Learning about verbal and nonverbal communications and their effects is essential for peer helping.

**Empathy**

Understanding what the other is experiencing. It is the most significant ingredient in relating to individuals, but it is vital when you are helping others.

**Summarizing**

Ability to organize several statements into one concise statement

**Questioning**

The process of inquiring so as to prompt a reply. Mentors ask questions that help students to consider their concerns in greater depth, to identify and clearly understand a problem, and to consider alternatives.
8 Skills of Mentoring

**Authenticity**

Communicating honest feelings in such a way that the relationship between you and your students are maintained or enhanced. Mentors must be genuine in all behaviors.

**Assertiveness**

Ability to stand up effectively for one’s own dignity, thoughts and feelings in an honest, straightforward fashion that shows respect for the other person.

**Challenging**

Being able to identify and to respond—communicate, provide feedback—regarding those discrepancies in another person’s behavior in such a manner that the other person can grow.

**Problem Solving**

Helping others to explore and understand different ways to take action to solve problems. Learning problem solving skills will help you and your student when you want to change your behavior and need ways to make this change.

What makes you the most nervous your communication style in relation to mentoring? If there are areas you aren’t comfortable with, this is an opportunity to grow and develop those skills, not only for your mentoring role but for every role you’ll have in the future.
Thank you for taking your time to engage with the pre-work!

We look forward to meeting you at Level 1 training. Please let your university program staff know if you have questions regarding training and/or your role.