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Mentorship: What, Why, & How?

Training Objectives



Staff will be able to better identify the “*why*” and purpose in helping students



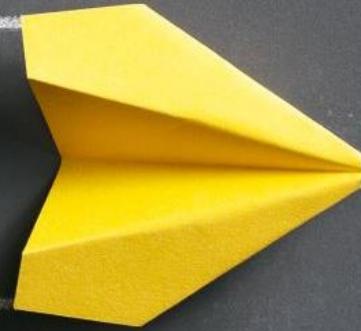
Staff will have a better understanding of *what* mentorship is



Staff will learn *how* to utilize effective mentorship practices

Activity

1. Reflect on a positive mentor experience you have had
2. Get out a pen and paper
3. Write down as many positive attributes/characteristics that describe that mentor in **30 seconds**



Mentorship Definitions

"Mentoring is meant to be a collaborative partnership in which both mentor and protégé are intended to progress in critical ways."

Critical Mentoring, Torie Weiston-Serdan

"...Protégé suggests an independent person, characterized by future greatness—perhaps excelling past the works of their mentor..."

Blog, Rev. Anderson T. Graves II





Why do we
mentor?

**Stories of Success: Experiences of
American Indian Students in a Peer-
Mentoring Retention Program**

*Heather J. Shotton, E. Star L. Oosahwe,
and Rosa Cintrón*

*Complete article can be found in TACNET
for your reference*

Mentoring Impacts



"...mentoring programs help to retain students by fostering loyalty and engendering a sense of belonging."



"Programs that include peer mentors can also help students with networking and socializing for both academic and student activities."



"Successful minority students often identify peer support as an important factor in their academic achievement"

Mentorship Testimony



You are
valuable!



Role Models



Help Empower



Connections/Networking



Sense of Belonging



Socializing



Help with Transitions



How do we
mentor?



Four Key Factors for Successful Mentor/Protégé relationships

1. The peer mentor's commitment to the program and to the protégé
2. The peer mentor's expression of genuine care for the protégé
3. The protégé's perception of the peer mentor as admirable
4. The peer mentor's and protégé's ability to relate to one another

(Shotton, Oosahwe, & Cintrón, 2007)

1) Commitment to program/protégé

Positive Student Narrative:

"...the very first meeting I went to, there was this one guy there and he was really... passionate about commit(ing) to someone and being a part of that person's life. He was really... looking to help people, and he just wanted to guide that person. And I was just shocked...I thought I'd have someone that really wanted to make a difference and be there to... help me... to be someone that I could trust."

1) Commitment to program/protégé

Negative Student Narrative

Protégés perceived mentors as not exhibiting commitment when they:

- Failed to initiate or maintain contact
- Did not attend program events
- Did not adhere to program guidelines



2) The peer mentor's expression of genuine care for the protégé

Several characteristics provided evidence of care:

- Showing interest in the student's progress
- Offering help or support
- Maintaining regular contact
- Expressing concern for the student's wellbeing

3) The protégé's perception of the peer mentor as admirable

Students perceived mentors as admirable when mentors appeared to be:

- Goal-oriented
- Academically successful/Committed to their education
- Committed to the American Indian community.
- Supportive of their academic success
- Capable of modeling appropriate behavior.

4) The peer mentor's and protégé's ability to relate to one another

Students who related to their mentors:

- Could share values and experiences
- Were provided with guidance regarding experiences at a predominately white institution (PWI)

How can we exhibit commitment to students and programs this summer?



Bring positive energy



Be prepared for meetings/activities



Stay true to your word



Set an example in following program guidelines



Practice professional feedback



Effective communication

Effective Communication

Speaking

- Body Language
- Distractions

Listening

- Open-ended questions
 - "tell me about school..." VS. "do you like school?"
- Remembering details
- Be available (within boundaries)

This is about the *student*

Example





Activity

- Go back to your paper list of attributes/qualities that your mentor had
- Circle 2 characteristics that YOU have of that list
- Reflect on how you will build on these characteristics this summer :)

Conclusion/Resources

1. Why you are valuable as a mentor
 2. What mentorship is
 3. Key factors & strategies for effective mentorship
- TACnet
 - List of open-ended questions
 - Article
 - This PowerPoint
 - Post-training survey

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Thank you!