

2016

CSET Mentor Training Handbook

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GIVING BACK AND MOVING FORWARD |

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Overview

The mentoring program is broken down into 3 modules. There will be 1 module covered every week, and the goal is to finish the program by making friends and building resources. Everyone comes from many backgrounds, and the best way to make use of our unique experiences is to have elevated conversations over topics of interest that investigate what it means to be a mentor. We will learn skills that can be applied to all aspects of life, and also develop plans that are specifically geared towards mentoring CSET freshmen.

The study groups will be conducted with a more experienced mentor, an animator, who will be leading the discussion. It is to be made clear before the training program that everyone in the study group has equal input into the topics discussed. It is not up to the animator to teach anyone, as this mentality is poisonous to a study group, but for an animator to provide questions that are geared towards sparking discussions and helping the group reach a conclusion. Controversial topics will be discussed, and everyone is not expected to agree in all aspects of mentoring, but everyone must show respect towards one another and be willing to listen to other's points of view.

As the meeting times are not long enough to encompass all the materials that are to be covered for the training program, mentors will be asked to complete certain tasks on their own time. It is important that enough time is given to the handouts and tasks that are asked of the mentors. These completed handouts and documents will help further discussions, while also gauging the progress of mentors as they work on a week to week basis. An expected 3 hours of outside work is required to ensure that each mentor is able to complete each task. Five minutes should be used at the end of each meeting to go over the outside work sections.



Module 1: Soft Skills and Active Behaviors

This module focuses on building up a mentor's capacity to engage with other mentors and mentees. The first section focuses on recognizing the virtues that mentors rely upon to bring about dynamic and positive change. Recognizing this early on allows mentors to become aware of their innate virtues, and gauge their own growth throughout the program. The second section strives to bring about discussion on how the virtues of mentors are demonstrated through their actions. Realistic dialogues are incorporated in this module allowing mentors to recognize behaviors that are beneficial to facilitating growth, and behaviors that impede opportunity. At the end of this module, mentors are expected to create a framework for what kind of growth they expect to undergo, and what kind of actions that they want to engage in.

Section 1: Growing our Capacity to Serve

The following questions will help gauge the groups perspective on a mentor, and what qualities are needed in a mentor. After taking time to answer the questions yourselves, share as a group, and see the similarities and/or differences in your answers.

1. How would you describe a successful mentor?

2. What skills are required for a successful mentor?

3. What virtues help a mentor function in a positive manner?

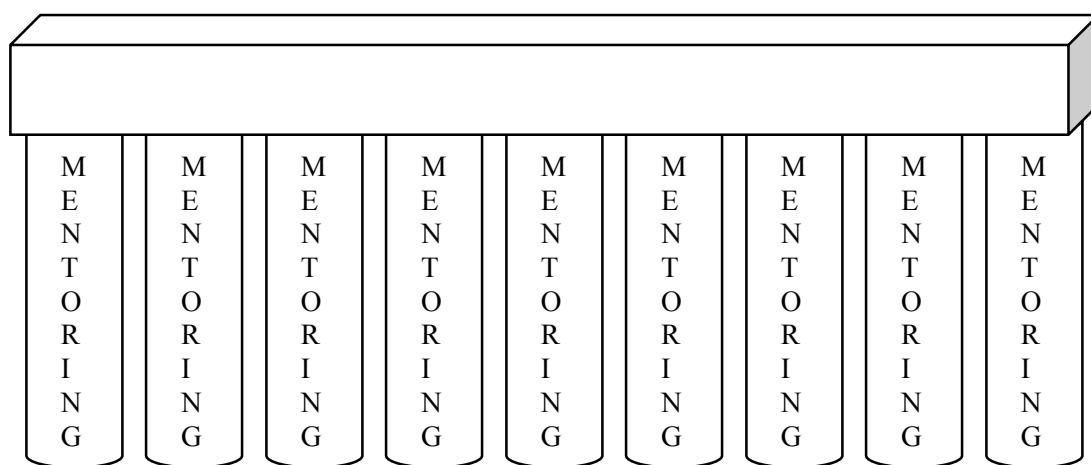
Many of us have been mentored by a variety of people in our lives, whether it be family, friends, teachers, religious officials, etc. The following questions will help the group reflect on the impact mentoring has had on their lives. After answering the questions, discuss as a group why mentoring could be beneficial for all people, and are there different kinds of mentoring.

1. What kind of mentors have you had in your life?

2. Were those mentors successful in impacting your life in a positive way? How so?

3. What capacities or aspects of your life did your mentors help develop or change?

If mentoring is seen as a pillar for something to be upheld, what things come to mind. Fill in the box below with what you believe mentoring upholds.



The following true or false statements present the group with statements that talk about mentors in various aspects of life. After providing answers to the responses on your own, go through them as a group and see if there are any discrepancies in your answers.

1. Anyone can be a mentor.	T <u> </u> F <u> </u>
2. Mentors are always older than their mentees.	T <u> </u> F <u> </u>
3. Mentors do not have to be friends with their mentees.	T <u> </u> F <u> </u>
4. Mentors should hold themselves to the same standards as their mentees.	T <u> </u> F <u> </u>
5. Mentors should not hang out with mentees in a social setting.	T <u> </u> F <u> </u>
6. In order to be a mentor, you have to be trained.	T <u> </u> F <u> </u>
7. All mentors use the same strategies to work with mentees.	T <u> </u> F <u> </u>
8. Two people cannot be mentors for each other.	T <u> </u> F <u> </u>
9. Mentors and tutors are the same kind of people	T <u> </u> F <u> </u>
10. Mentors should correct any bad behavior of a mentee.	T <u> </u> F <u> </u>
11. Mentors should have experience in the facet of life they mentor.	T <u> </u> F <u> </u>
12. Mentors have to be dependable.	T <u> </u> F <u> </u>

Read the quote below and discuss as a group on whether you think it speaks honestly about the role of mentors.

“The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.”

~Steven Spielberg~

Notes:

The following account below is a realistic dialogue between a mentor and mentee. After reading the conversation aloud as a group, speak to things you think the mentor handled well, could have improved on, or should avoid to do in the future.

Veronica: Mentor **Desmond:** Mentee **Narrator:** Omnipotent

Narrator: *Veronica is waiting for class at the engineering building and decides to go relax in one of the study rooms before class begins. When she enters, she sees one of her mentees Desmond, and he looks confused and frustrated.*

Veronica: Hey Desmond, what are you doing here in the engineering building?

Desmond: I was going to try and do some homework.

Veronica: It looks like you're just watching YouTube.

Desmond: I wanted to see someone work through some of these problems, because I keep getting lost. My physics teacher doesn't show all the steps. Do you think you could help me?

Narrator: *Veronica quickly thinks about the idea of helping Desmond. She hasn't taken physics in three years and feels she might be as lost as he is.*

Veronica: I'm sure that you'll get it. I wouldn't be much help.

Desmond: No one at this school wants to help me.

Narrator: *Desmond closes his laptop and starts to pack up in an angry fashion.*

Veronica: Don't get mad Desmond, that's not going to solve anything. If you just channel that anger into energy, you'll solve your problems.

Desmond: Well, it's not like you can help solve anything.

Narrator: *Veronica thinks something seems off about Desmond, as he normally is a cool and relaxed student who has never shown anger in any of the meetings. Veronica wonders about whether she should talk to him, but is mad that he is taking his anger out on her. She decides that he just needs time alone. Desmond leaves the room and Veronica starts preparing for her next class.*

Notes:

Section 2: Serving as a Mentor

“Mentors are not there to make us 'happy'. They are there to guide us to the best of their knowledge.”

~Samira DeAndrade~

The above quote speaks about mentoring in the sense that mentors are to act as guides. Guiding someone is a complex process composed of many different tasks. Using the lines below, list some of the actions a mentor should be willing to do in order to succeed with their mentees.

What actions do you think are to be avoided between a mentor and a mentee?

The following is a list of ideas a group of mentors have put together anonymously for potential topics to cover with their mentees and also ways to operate in the group. One of the mentors, however, wanted to see if the group decided to blindly accept all ideas. They put in ideas that might have a negative impact on the group. Go through this list of ideas and decide whether you think there is a good outcome (G), a bad outcome (B) or an unknown outcome (U) for each proposed idea. Fill out your responses, then discuss with the group.

1. Mentors should wear their group T-shirts when meeting with their mentees. **G_B_U_**
2. Mentors should take role at each of their meetings. **G_B_U_**
3. Mentors should share problems of other members with their mentees. **G_B_U_**
4. Mentors should print out all of the handouts for their mentees. **G_B_U_**
5. Mentors should fill out progress reports for all of their mentee. **G_B_U_**
6. Mentors should avoid meeting with mentees one-on-one. **G_B_U_**
7. Mentors should always be honest with their mentees. **G_B_U_**
8. Mentors should personalize each of their meetings with mentees. **G_B_U_**
9. Mentors should respond to emails from their mentees within 24 hours. **G_B_U_**
10. Mentors should always facilitate the meetings with their mentees. **G_B_U_**

The next page will have each mentor construct a plan that is tailored to their specific type of mentoring. This will constantly be brought up in the training, but this will be the first time to write your ideas out in the training program. Mentors will be able to share some of their responses at the next gathering. The pages following that will contain tasks that mentors need to complete for the next module. Everyone should do their best to complete each task to the best of their ability, as this will ensure that the next module can start off without any delay or issues. Some of the tasks can be completed within the book while others will need to be done on a laptop or tablet. If anyone is unable to complete the documents for whatever reason or needs clarification, they should contact their animator.

Proposed Tasks for Module 1

This form is to provide a simple foundation so that mentors can start creating their own personal ideas that might be beneficial for their mentees. By filling out the document, a framework will be constructed for your mentoring approach. This will be used in later modules.

Personal Mentor Framework

What kind of mentees do I want to work with?

What kind of mentor do I want to be?

What kind of ways will I communicate with my mentees?

Which programs or people on campus do I think my mentees should know about?

How do I expect to bond with my group and help them work together?

What are my fears as of now when it comes to working with my group?

The following list is a compilation of tasks that each mentor should complete in order to participate in the next module. A brief description is given for each task. These tasks will only help the mentor build up their own resources, and the more effort that mentors put into their work, the more they can take away from the next module.

1. Resume

- a. Mentors by now probably have a resume that they use for academic purposes. Everyone is expected to update their resumes, (or create one if they do not have one) and bring them to the next meeting. **Bring 1 hardcopy of your resume**, as another member will be giving you feedback for your resume.
- b. For those who are creating their resumes, it might be good to include: all relevant work experience, skills specific to the position you hope to achieve, conferences you have attended and oral/poster presentations you have done, and also award you received for your academic or work endeavors.

2. Personal Statement

- a. Every mentor is asked to write at least a 1-page personal statement that addresses the following criteria: Introduce yourself and talk about what position you hope to receive (grad school, med school, a work position), talk about your previous research, work experience, describe any relevant extracurricular, and wrap up your personal statement with a conclusion that readdresses why you are seeking this position. **Bring 1 hardcopy of your personal statement**, as you will receive feedback from another mentor.

Checklist for Next Module

1. Fill out your personal mentor framework (pg. 10).
2. Hardcopy of Resume
3. Hardcopy of Personal Statement
4. Create a schedule with all of your available free times that you can meet with mentees

Module 2: Providing Positive Feedback and Developing Resources

The last module helped create a framework for how a mentor should think and act, looking through an emotional lens. Those skills will be used when working throughout this module to make sure we are working together in a positive environment where no one is put down or put in an uncomfortable position. This module, however, works on developing a mentor's mental capacity for complex tasks that involve providing feedback, insight, and guidance. The first section goes over concrete examples on how to provide positive feedback and clear guidance for improvement. The second section gives mentors the opportunity to actually get hands on experience providing feedback on a resume and personal statement of their peer. At the end of this module, mentors are expected to use the feedback they received to improve their documents, and also reflect on the process of giving and receiving feedback.

Section 3: Honest Conversations

The following quote sets the stage for a particular perspective we can have when receiving feedback. After reading the quote, reflect on how you handle receiving feedback. Once finished, discuss as a group some of your perspectives with regard to feedback.

*“Feedback doesn’t tell you about yourself. It tells you about the person giving the feedback. In other words, if someone says your work is gorgeous, that just tells you about *their* taste. If you put out a new product and it doesn’t sell at all, that tells you something about what your audience does and doesn’t want. When we look at praise and criticism as information about the people giving it, we tend to get really curious about the feedback, rather than dejected or defensive.”*

~Tara Mohr~

The following list talks about potential ways we should react to feedback or ways in which we should provide feedback. After providing answers to the responses on your own, go through them as a group and see if there are any discrepancies in your answers.

1. Feedback should be honest, even if it might hurt someone's feelings.	T <input type="text"/> F <input type="text"/>
2. If someone's feedback hurts our feelings, we should return the favor.	T <input type="text"/> F <input type="text"/>
3. When giving feedback, we should focus on the product, not the person.	T <input type="text"/> F <input type="text"/>
4. When asking for feedback, we should be open to all responses.	T <input type="text"/> F <input type="text"/>
5. We must incorporate everyone's feedback into our writing.	T <input type="text"/> F <input type="text"/>
6. You should only ask experts for feedback, other people won't help much.	T <input type="text"/> F <input type="text"/>
7. When asking for feedback, we should give reviewers ample time.	T <input type="text"/> F <input type="text"/>
8. We can never provide too much feedback.	T <input type="text"/> F <input type="text"/>
9. If someone asks for specific feedback, its okay to branch out of that.	T <input type="text"/> F <input type="text"/>
10. Two people should never provide feedback for each other.	T <input type="text"/> F <input type="text"/>

The following is a realistic email sent from a mentor to a mentee asking for feedback on their resume. Read as a group, and discuss how effective the mentor was in providing feedback.

Dear Desmond,

I took a look at your resume, and I have to say that it is a great foundation to build upon. I know that you have just started college recently, but as you continue here at JSU, you will be able to incorporate all your successes. Some things that I would suggest you modify include your name, make it larger so its easier to read. I would also add bullet points to each of your work experiences that say what you learned at that job. Also speak more to your interpersonal skills at the end of your resume such as listening skills and ability to work with others. If you have other questions, send me an email and we can meet up and work together. If not, try stopping by the writing center to get even more feedback.

Veronica

Section 4: Working Towards Improved Resources

The second part of this module will be a hands on experience for mentors to provide feedback for each other, and benefit from other's perspectives. Some time will be set aside to pair up mentors who will work together to provide feedback. Mentors will bring these materials next week to share with their colleges. The group will use their time now to discuss how to provide feedback and discuss what to look for in a resume and personal statement.



Resume Checklist

General Resume Guidelines

- A resume is a marketing tool, not a complete job history. Include only the items that will help you get the job you want. Leave off superfluous information. Try to target your resume to a specific position or industry.
- Your resume should be one - two *full* pages in length, but preferably one full page.
- Your document should look balanced, pleasing to the eye, and easy to read.
- Your resume format (bolding, italics, etc.) must be consistent throughout your document.
- The body text font size should be between 10pt and 12pt.
- Use consistent and proper punctuation.
- It is not necessary to include a list of professional references or the statement, “References Available Upon Request.” Your reference list should be a separate document.
- Run a spell check AND proofread carefully. Have at least two additional people review your resume.

Contact Information

- Name: Make it the largest font on your resume, so your name stands out (16-18 pt). Your contact information can be a smaller font (10-12 pt).
- Address: Include your permanent address and school address.
- Phone number: Be sure your voice mail sounds professional when you answer.
- Email address: Avoid using “cute” or inappropriate email usernames.

Objective (Optional)

- Keep your objective short and concise
- Eliminate personal pronouns such as “I” and “my” from your objective and in your resume.

Education

- List degrees in reverse chronological order (most recent listed first).
- Spell out names of degrees (i.e. “Bachelor of Science”, not “BS”).
- Emphasize your university by placing it before your degree and in bold.
- Include the city and state after the institution name (there is no need to include the zip code).
- List the month and year of your graduation. (i.e., if you are graduating in May 2013, write “May 2013”).
- Include GPA if it is 3.0 or above or if it specified in the job posting, and use “GPA” (not “G.P.A.”). Round the number up (i.e., 3.25, not 3.249).
- If you have completed a study abroad experience, include it in the education section.
- If you financed your education, indicate so. For example, “Maintained a 3.5 GPA while working part-time to pay 75% of tuition.”

Experience

- List your experience beginning with the most recent position (reverse chronological order).
- Include full-time and part-time jobs, paid/unpaid internships or practica, and volunteer work especially if it is related to your desired job.
- Use bold print and/or italics to highlight your job title and company/organization name.
- Include city and state for employer location, not the complete address.
- When listing dates, you may include the month and year, semester and year, or just the year of employment, but be consistent throughout with the format. It is not necessary to include exact dates.
- Do not include information such as salary, supervisor’s name, etc.
- List job descriptions/duties using bullet points instead of writing them in paragraph form.
- Use strong action words to describe your work experience. Avoid passive phrases such as “responsible for” and “duties included”. Eliminate personal pronouns (I, me, we) and articles (a, an, the).
- Use appropriate verb tense. Use present tense action words to describe present employment experience and past tense action words to describe past employment experience.

- Include numbers to quantify experience where possible. For example, # of employees supervised, \$ amount of budget managed, # of workshops taught or projects coordinated, \$ amount saved by your ingenuity.
- Focus on your accomplishments/results and how you were valuable to past employers instead of your responsibilities. For example, instead of “Responsibilities included implementation of policies and procedures, training of new employees, interfacing with subordinates and vendors,” try “Worked with staff and vendors to increase product turnover by 15% and sales by 23%. Trained 14 new employees, 5 of whom were rapidly promoted.”

Skills

- Include computer and programming skills and name the software programs in which you are proficient.
- Include language skills if applicable. (Non-native English speakers should not include English, it is assumed)

Take some time to think of things you know that you need to include in your resume that is specific to you as a person, or specific to your major or career path. This will help you later as you continue to develop your resume. Share as a group any new ideas you come up with.

Additional things that you know you should look for

Personal Statement Checklist

CONTENT

- Are you answering the actual question given in the prompt?
- Have you been sincere and personal?
- Is your essay within the word limit?
- Will your reader find the essay interesting?
- Are you showing rather than telling?
- Does your introduction grab the reader's attention?
- Do you explore your experiences in sufficient depth?
- Does your essay contain a high level of detail and concrete evidence?
- Do you offer specific, personal insights rather than trite generalizations and clichés?
- Does your essay reveal anything meaningful about your character?
- Do you avoid summarizing information that can be found elsewhere on your application?
- Will your essay make you stand out?
- Does your conclusion leave a lasting impression?

STRUCTURE

- Can you identify an overarching theme? Have you articulated that theme in the essay?
- Does your theme have multiple layers and genuine depth?
- Do you have a reason for placing every paragraph where it is?
- Do your paragraphs flow smoothly? Are there any gaps or jumps?
- Does each point build upon previous points, or does your essay sound like a list?
- Have you written insightful transitions and resolutions that highlight your key themes?
- Are your stories well integrated into your essay?
- Is the essay clear and coherent? Have you strengthened its impact by using the optimal structure?

STYLE

Have you achieved a simple, straightforward style?

Have you varied your sentence constructions?

Have you avoided unnecessarily fancy vocabulary?

Have you avoided passive voice?

Have you achieved active writing through the use of strong verbs?

Have you avoided overusing adjectives and adverbs?

Is your tone conversational, rather than too casual or too formal?

Have you conveyed confidence, enthusiasm, and passion?

Take some time to think of things you know that you need to include in your personal statement that is specific to you as a person, or specific to your major or career path. This will help you later as you continue to develop your resume. Share as a group any new ideas you come up with.

Additional things that you know you should look for

Proposed Tasks for Module 2

Every mentor will be providing feedback on another mentor's resume, and personal statement. In this process, mentors will learn a variety of new skills when it comes to feedback, and maybe gain ideas from looking over another person's materials. Mentors should put in an honest effort to provide the best feedback possible. Using the resume checklist and also the personal statement checklist can serve as a guide on what to provide feedback on. After the process, mentors will reflect on their experience providing feedback.

After you finish providing feedback, use the lines below to reflect on the process. Talk about the difficulty of the assignment, what did you learn, what do you still feel you need to learn, do you think you would be happy to receive the same feedback?

Reflection on Feedback

Checklist for Next Module

1. Resume with feedback
2. Personal Statement with feedback

Module 3: Planning for the Semester and Earning the Title of Mentor

The last module helped build materials while teaching mentors different strategies to help create their own resources. Those skills will be used when mentors are working with their mentees to produce similar materials. The focus of this module is to prepare mentors for the start of the program. The first section will have mentors come up with ideas on how they want to spend each week for the rest of the semester working with their mentees. This will create the progression of topics that are relevant and beneficial to all CSET majors. Once an outline for the semester is created, there will be time taken for each mentor to define personal tasks that they will accomplish alongside those topics. The last section of this module will talk about the importance a healthy relationship has on a mentor's performance. Mentors will be encouraged to go above and beyond to make their groups successful. Lastly, mentors will start to create their groups and prepare for the incoming mentees next week. At the end of this module, mentors are expected to constantly reflect on their role as a mentor, and strive to continue growing in all aspects they deem necessary.

Section 5: Outline the Semester

The collaborative efforts of the group are needed to ensure that there is a clear vision regarding how mentees will be guided throughout the semester. The mentors will be taken through a series of tasks that will systematically develop a working calendar that addresses the topics of interest and execution strategy. Once the topics are brainstormed and accumulated, the group will choose the top 8 topics. Those topics will then be in a logical order that the group agrees upon. After the topics are in place, everyone will agree on things that should be accomplished for that week. Finally, the group will add their own personal involvement with their mentees to the schedule to have a complete idea of how each week will function.

Use the following lines to create a list of topics that can be covered with mentees. Each topic should be specific and address issues that are important for a freshman to overcome at JSU. The goal of this semester is developing resources and helping mentees find programs on campus and over the summer. A few suggestions have been provided.

Internships _____

Networking _____

Resumes _____

Personal Statements _____

As a group, discuss all the topics that were brain stormed, and then create a list of the top 8 topics that will be addressed this semester.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

On the next page, arrange the top 8 topics in the order that they should be discussed as a group. Week 1 and Week 10 are already filled out. Use weeks 2-9 to include all the other topics. Once finished, write notes about things all mentors should discuss at those times for those topics

Semester Outline for all Mentors

1. Week 1: Introductions and Development

a. _____

2. Week 2:

a. _____

3. Week 3:

a. _____

4. Week 4:

a. _____

b. _____

5. Week 5:

a. _____

6. Week 6:

a. _____

7. Week 7:

a. _____

8. Week 8:

a. _____

9. Week 9:

a. _____

10. Week 10: Awards Ceremony and Applying for Summer Internships

Take 5-10 minutes to write down what you as a mentor plan to do that is specially related to your career path out major. These ideas will be unique to what you as a mentor have the capacity to accomplish with your mentees.

11. Week 2:

a. _____

12. Week 3:

a. _____

13. Week 4:

a. _____

b. _____

14. Week 5:

a. _____

15. Week 6:

a. _____

16. Week 7:

a. _____

17. Week 8:

a. _____

18. Week 9:

a. _____

Section 6: Selecting your Mentees

This section is the last section for the mentoring program. The group is asked to go around and discuss what they have learned through the training, and any other ideas they have developed since the training began. Once everyone has had time to work together and talk through the program, a last reflection piece will be filled out. Mentors may want to look at the framework they created on page 10 to help see any changes since the program began.

What have you learned about being a mentor?

Checklist for Next Module

1. All mentors should begin preparing to meet all of their mentees next week. Their times will be given to them by their animator based off of the schedule they provided in the first module.
2. All mentors should take the feedback they received and further update their personal statement and resume.
3. All mentors should send an email out to all their freshmen by **September 30, 11:59 pm**. This email should be constructed by the mentor and let all the mentees know that their first meeting will begin next week and they are all expected to attend.

Please provide any feedback you have for the mentor training program so that it can be improved upon for next semester. Include ideas on what you liked, what you learned, what you wish you learned, and what you think should be included next semester.