



N A P E

National Alliance for
Partnerships in Equity



BUILDING TRUST

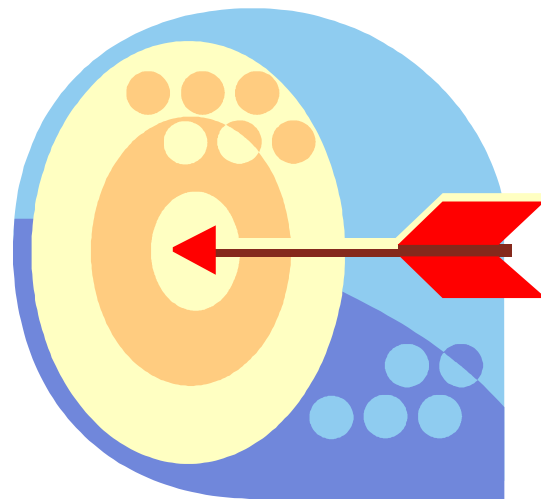
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Understand the subtle yet powerful messages in the mentoring process that can change a mentee's life.

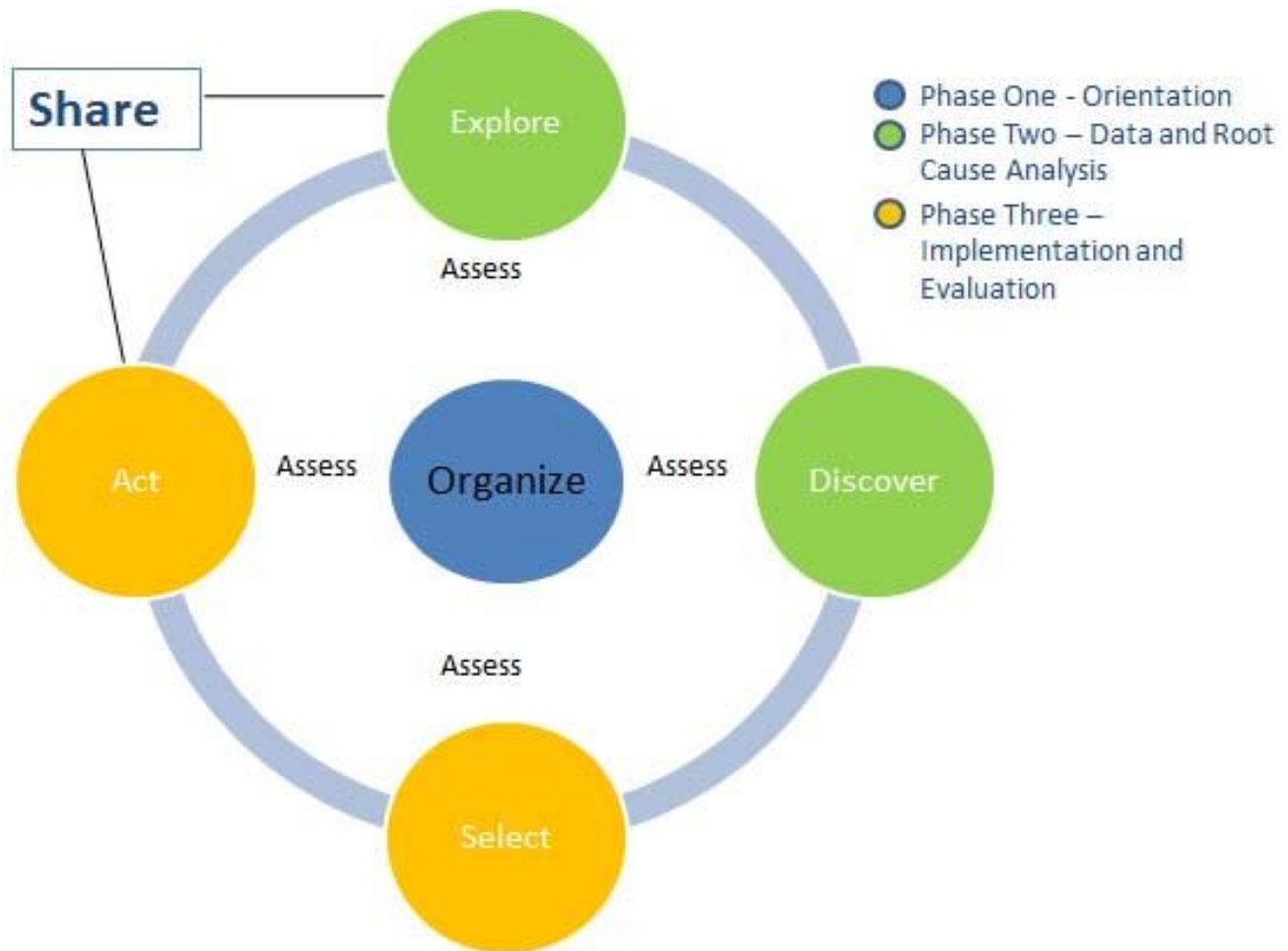




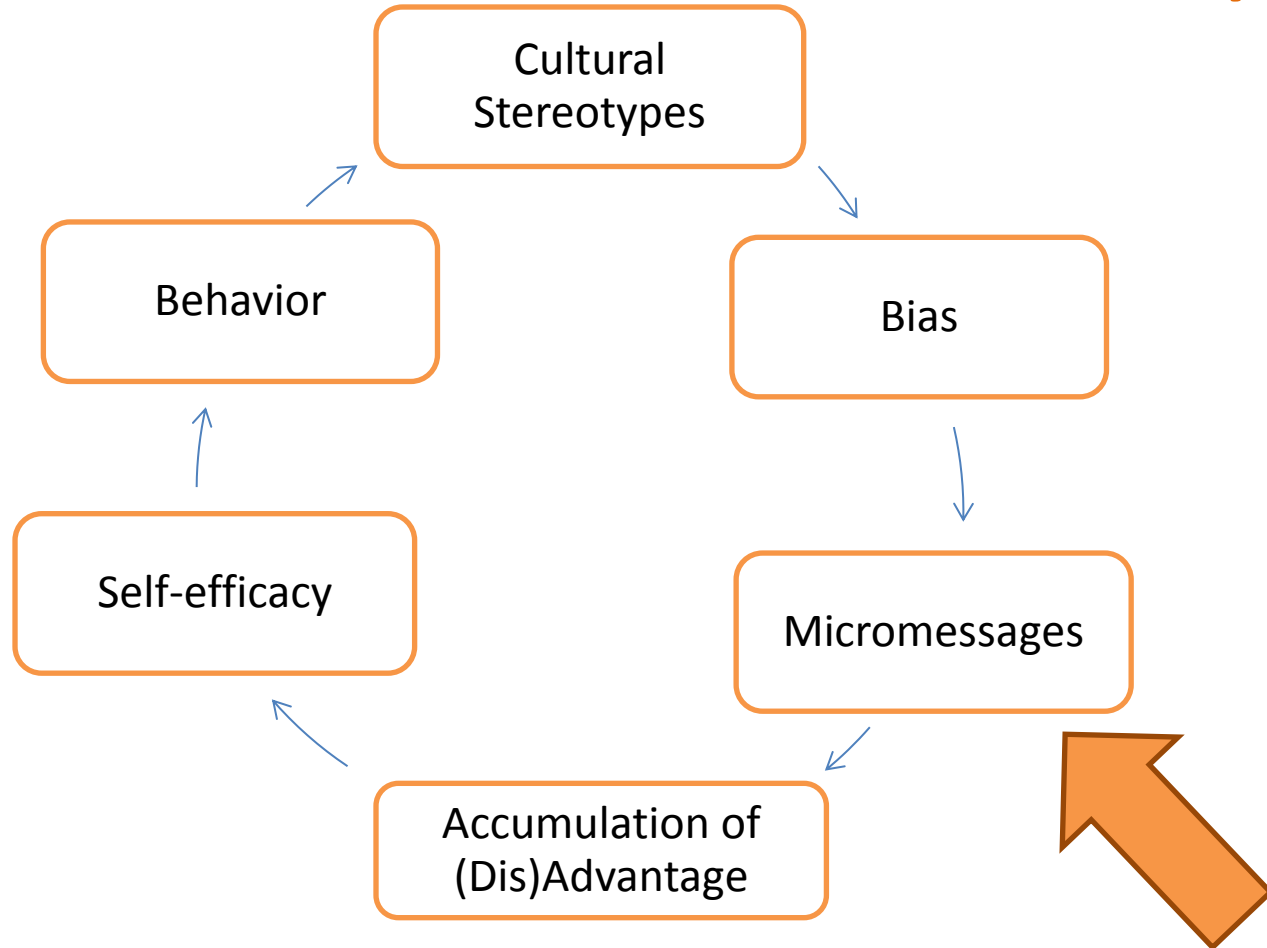
Setting Your Goals

- What is mentoring?
- Why is mentoring important?
- What is the difference between mentee and protégé?
- What might be different in the Micromessaging Framework?

Adapt a Recognized Model: The Educator as Classroom Scientist: PIPE-STEM™



Micromessages: The Missing Link in Culture Delivery





Remember that the micro-affirmations you deliver as a mentor will:

- Increase student's willingness to take risks
- Enhanced student's creativity and innovation
- Increase their level of engagement in complex tasks and open-ended thinking
- Improve caring about learning
- Expand mentee's interest in non-traditional field and development their self-efficacy.

Micromessaging

Micromessages

- Small, subtle, semi-conscious messages we send and receive when we interact with others



Micro-inequities

- Negative micro-messages we send other people that cause them to feel devalued, slighted, discouraged or excluded



Micro-affirmations

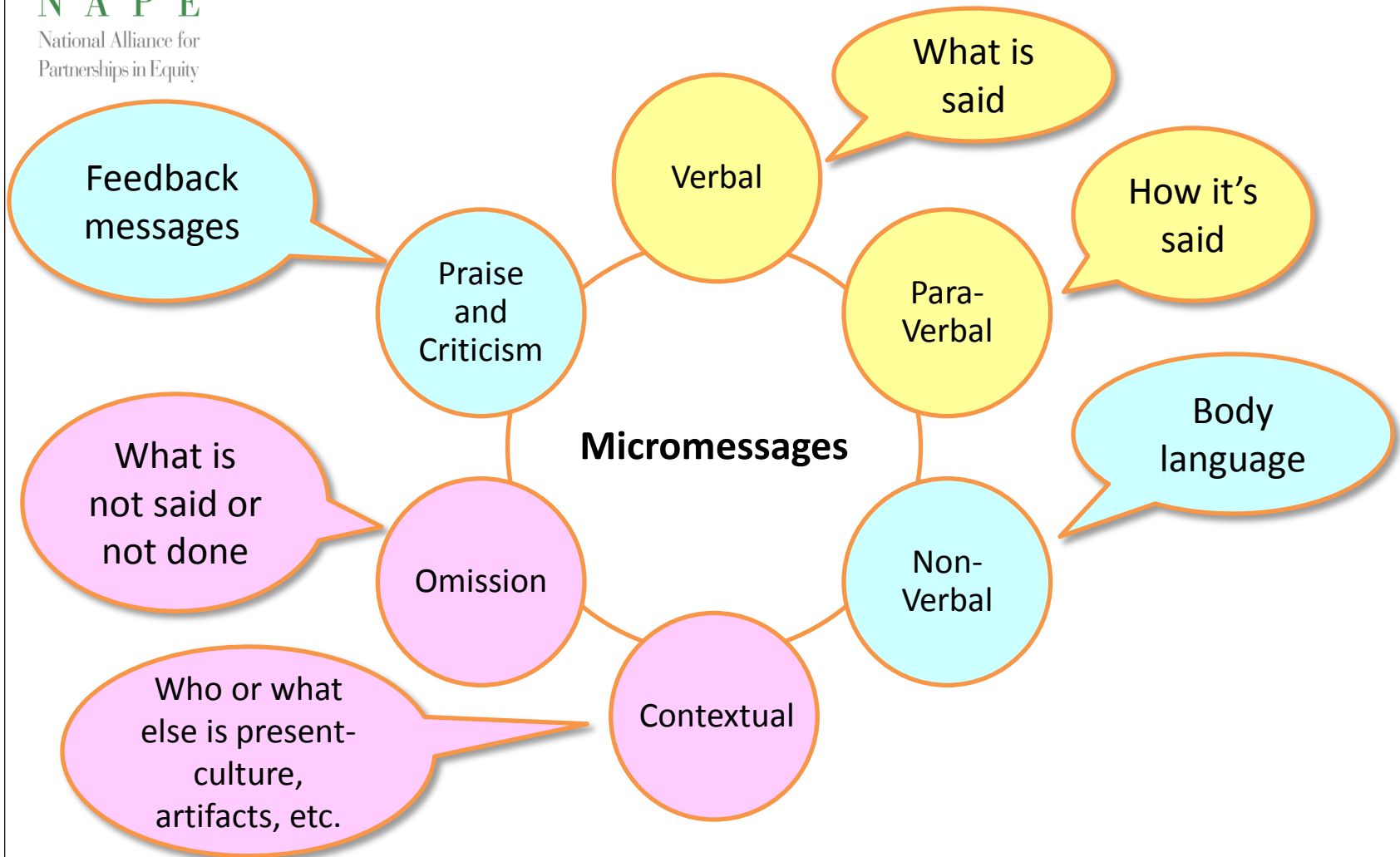
- Positive micro-messages that cause people to feel valued, included, or encouraged





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Key Micromessaging Elements





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Why Be a Mentor?

1. **Benefits to Mentor**
 1. Give Back
 2. Develop Skills
 3. Learn from Protégé/Mentee

2. **Benefits to Protégé or Mentee**
 1. Sounding Board
 2. Support System
 3. Access to Experience
 4. Expand Professional Network

3. **Benefits to College, STEM/NT Careers, Industry**
 1. Increased Program Completion and Growth
 2. Industry Employees
 3. College-Industry Collaboration



Types of Mentoring Relationships

- 1. Formal v. Informal**
- 2. Student v. Faculty**
- 3. One-on-One**
- 4. Group Mentoring**
- 5. E-mentoring**



Summary of the Four Stages of Mentoring

- Building Trust
- Exploring Possibilities
- Continuing the Cycle
- Navigating Rough Spots



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Four Phases of Mentoring Relationship



- 1. Building Trust**
- 2. Exploring Possibilities**
- 3. Continuing the Cycle**
- 4. Navigating Rough Spots**



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Four Phases of Mentoring Relationship

Building Trust -

The Power of

Micromessages





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Feedback: giving it well

Giving Feedback

- Appropriate venue
- No blindsiding the reviewee
- Gather evidence if appropriate
- Be positive and concrete
- Follow up as promised
- Model the behavior for which you are looking





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Feedback: receiving it well

Receiving Feedback

- Listen
- Be open minded
- Ask for clarification
- Stay calm
- Think about the feedback after the meeting
- Make a plan for improvement, ask reviewer for input





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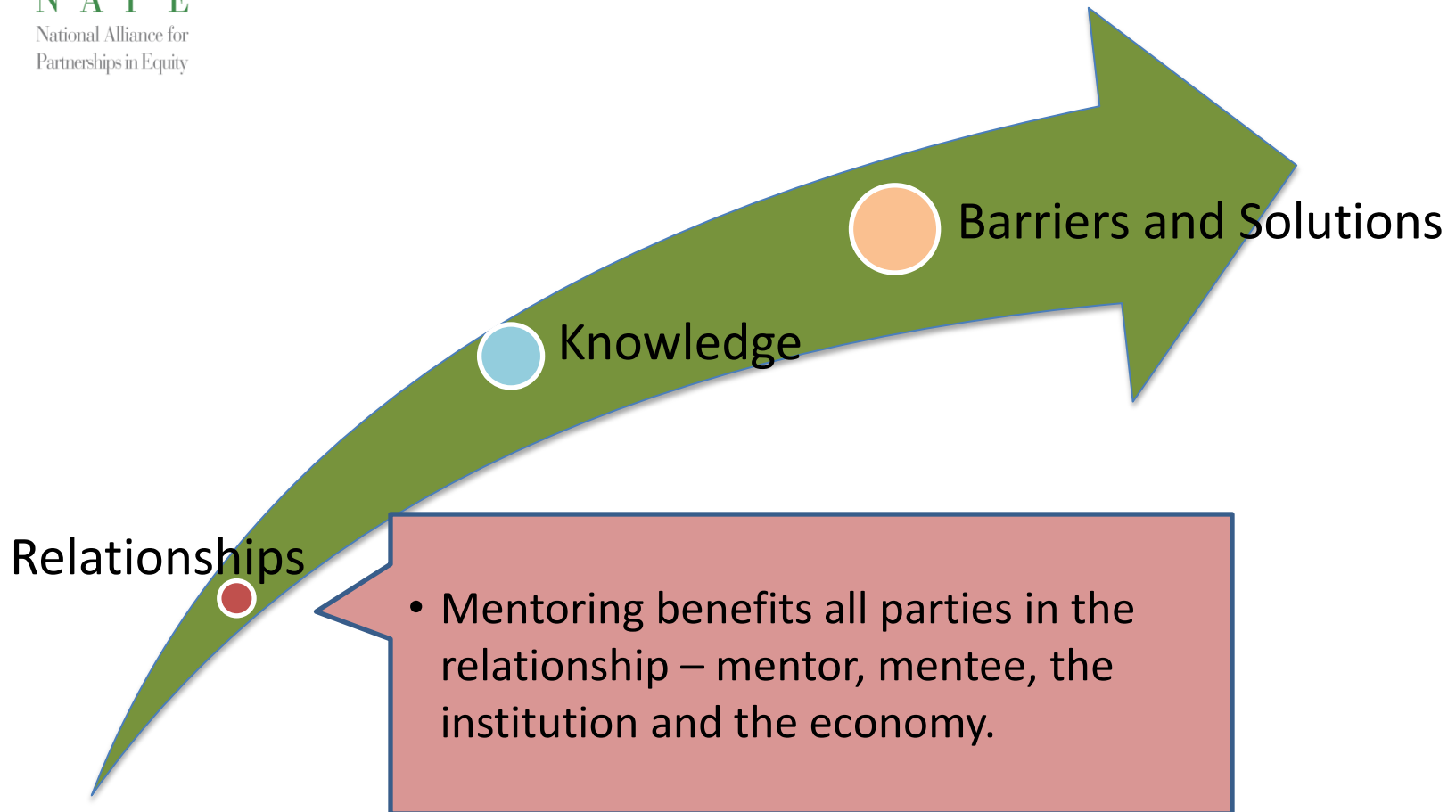
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Activity - Attributes of a Mentor

- Goal today is to develop a list of your attributes as well as what they bring to your protégé or mentor.
- Use later with mentee to develop a list of their strengths and attributes

Attribute/Strength	What I bring to my mentee

Key Takeaway Points

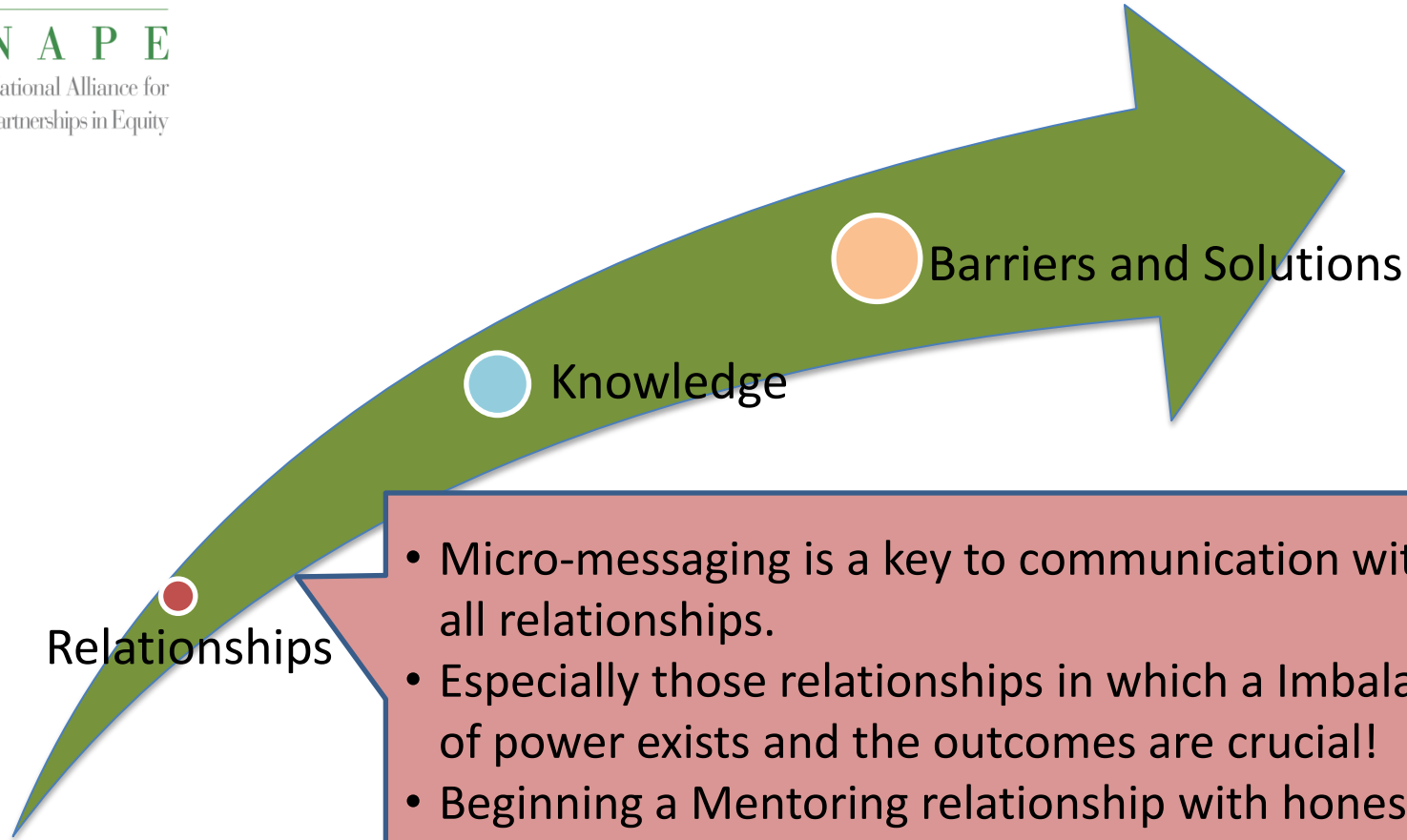




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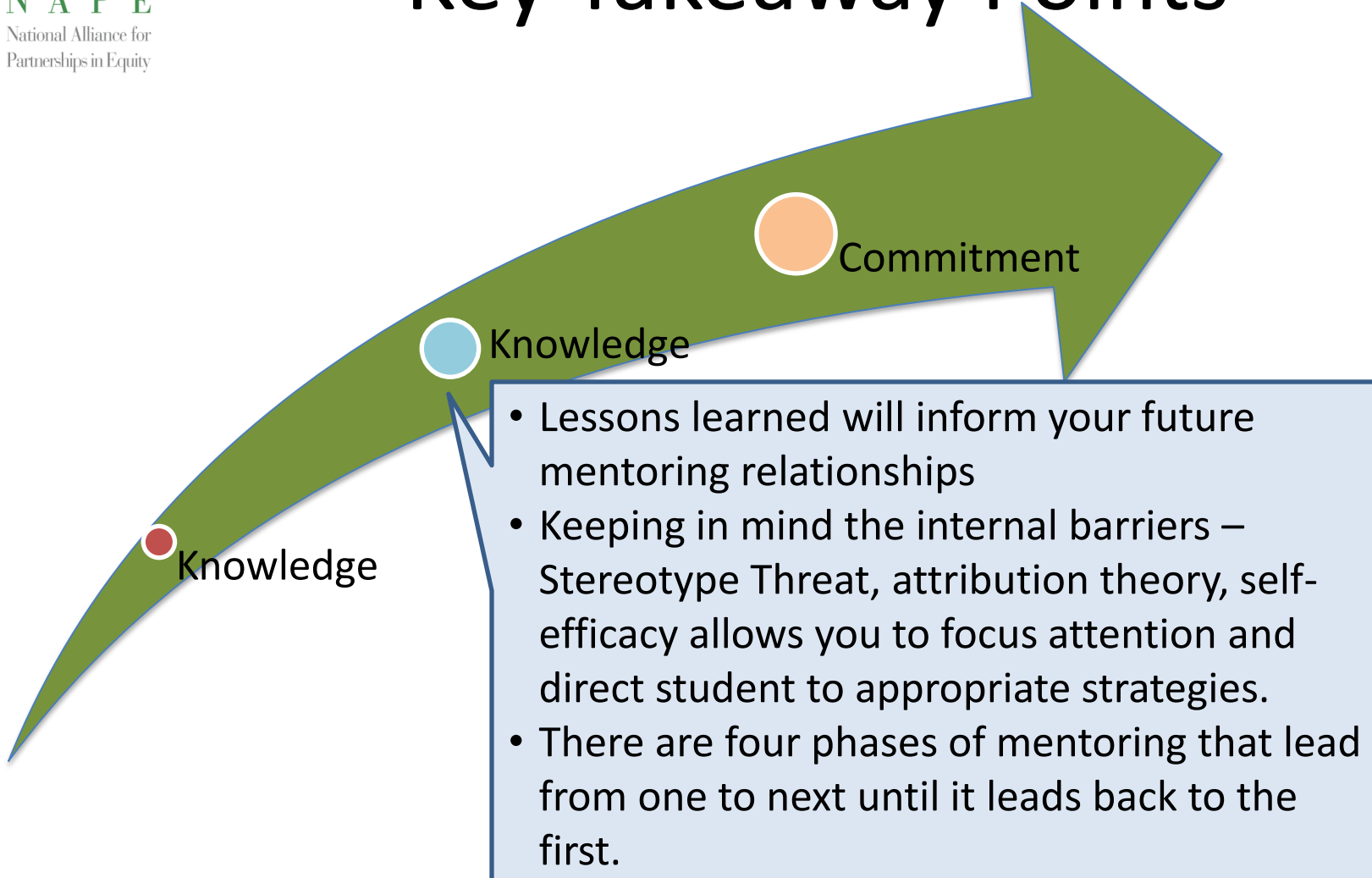
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Key Takeaway Points

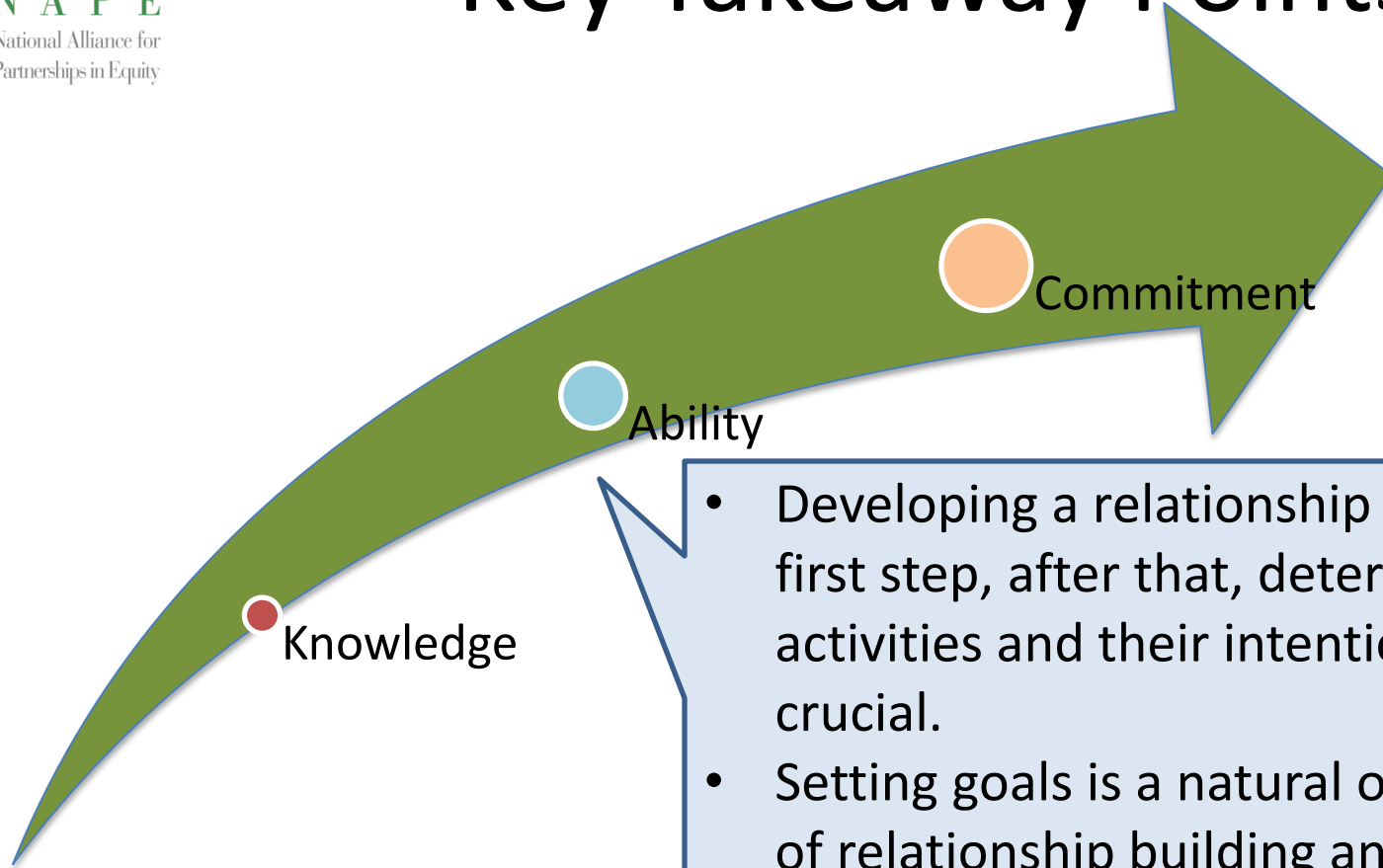


- Micro-messaging is a key to communication within all relationships.
- Especially those relationships in which a Imbalance of power exists and the outcomes are crucial!
- Beginning a Mentoring relationship with honest vulnerability can set the tone for the rest of the relationship.

Key Takeaway Points

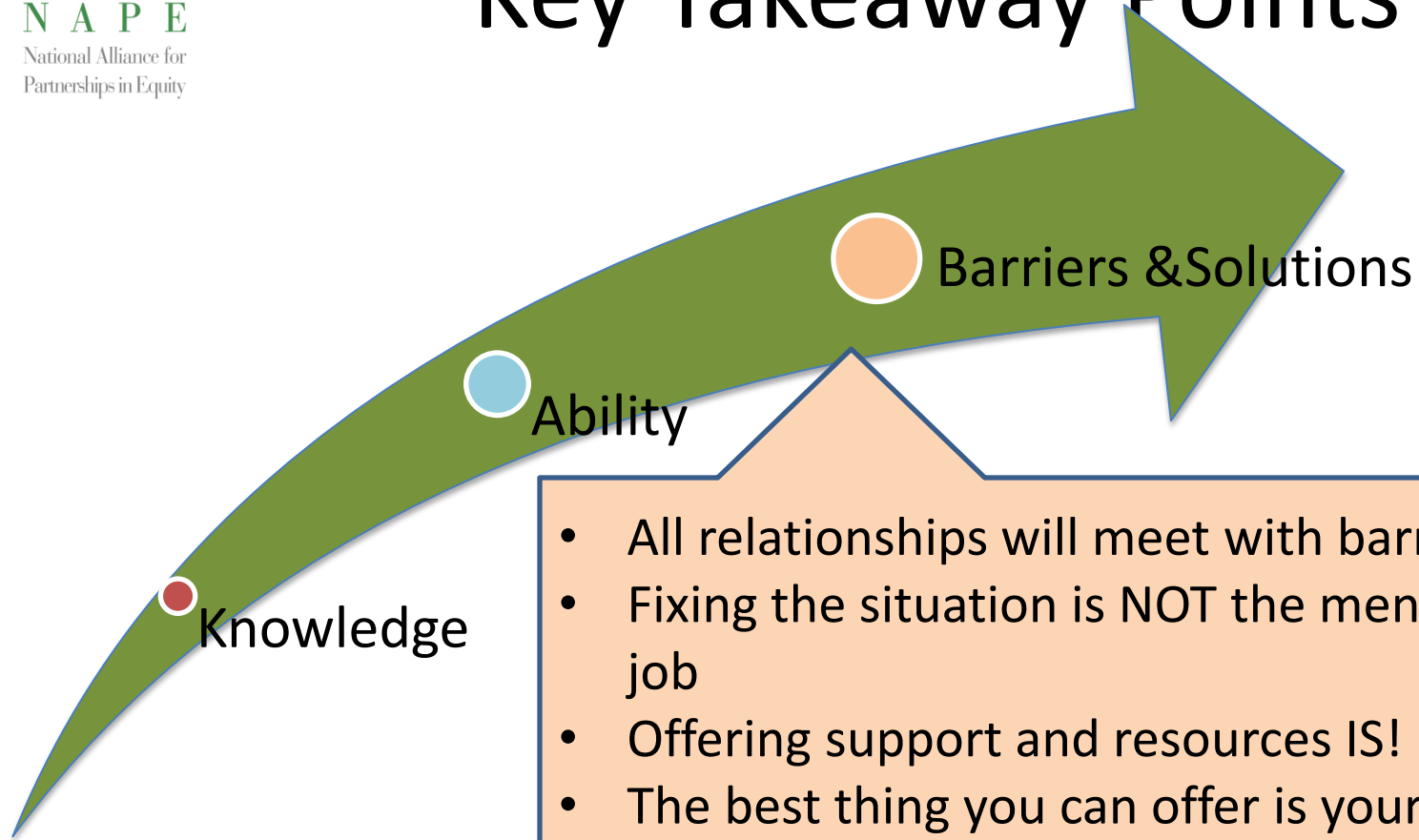


Key Takeaway Points



- Developing a relationship is the first step, after that, determining activities and their intention is crucial.
- Setting goals is a natural outcome of relationship building and activity participation
- Coach! Coach! And more Coach!

Key Takeaway Points



- All relationships will meet with barriers
- Fixing the situation is NOT the mentor's job
- Offering support and resources IS!
- The best thing you can offer is your support!
- Feedback is a two-way street!



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Post Workshop Evaluation