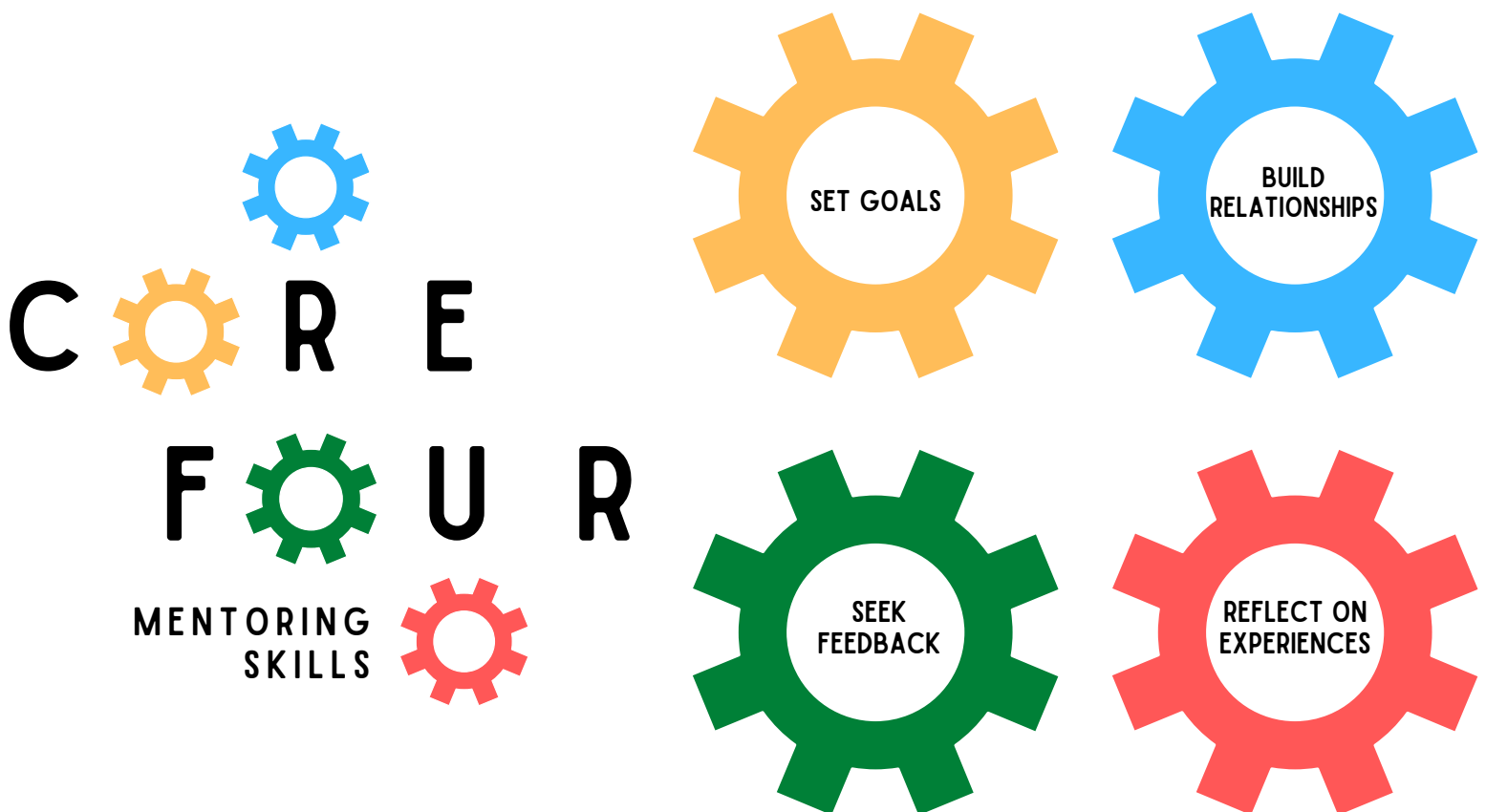


COREFOUR FACULTY AND STAFF GUIDE



**HOW TO SUPPORT STUDENTS AS THEY
DEVELOP THESE SKILLS AT WAKE FOREST**

INTRODUCTION



College provides the opportunity for students to learn and practice key skills – from relationship building to problem solving to making connections between what they are learning and how to apply that knowledge – that they will use throughout their lives and careers beyond Wake Forest.

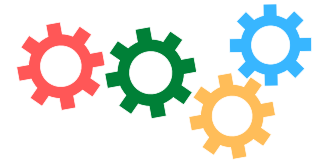
That's why we created the **COREFour Mentoring Skills**: four foundational skill areas that are integral for developing and engaging in interpersonal relationships, taking ownership for one's growth and future path, and becoming a lifelong learner. As McKinsey & Company, Strada, and others have noted, those who will be successful in the future of work are those who adopt a mindset of continuous learning over the course of their lifetimes. The COREFour Mentoring Skills are more important than ever for college students to be life and career ready after graduation, and throughout the rest of their lives.

As faculty and staff, you serve in a unique position to support students in developing these vital skills through various settings and experiences.

Whether you are guiding classroom projects as a faculty member, managing student workers in an administrative department, or serving as a coach/adviser/counselor/mentor, there are many opportunities to incorporate the COREFour Mentoring Skills into your students' learning moments. We've provided this guide to offer some direction and support as you perform these critical roles.

- 1** Use the **COREFour Mentoring Moments timeline** (pages 3-5) to identify key moments in the academic year when you're engaging with students in these contexts. Consider where and how you can intentionally use these significant moments to facilitate skill development through your interactions with students.
- 2** Put our **best practices for each COREFour skill** into, well, practice (pages 6-13). For example: Incorporate the goal-setting tips as an academic adviser; facilitate relationship-building as you work with student organizations; give regular feedback to student employees in your office; or provide reflection questions for students to consider at the end of your semester's courses.
- 3** Share our **COREFour Mentoring Skills resources** with your students. We have a vast set of resources for developing these skill sets at mentoring.opcd.wfu.edu/core-four/, including a curated LinkedIn Learning Library, action steps, best practice guides, videos, and more. We also hope you'll share the following tip sheets in this toolkit with students.
- 4** **Don't forget that you, too, are a lifelong learner.** Use the tools and resources on the following pages to develop your own goal setting, relationship building, feedback, and reflection skill sets.

COREFOUR MENTORING MOMENTS TIMELINE



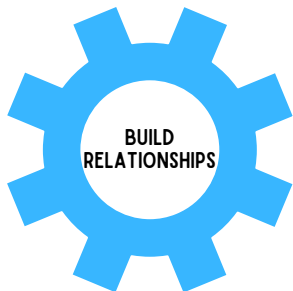
Review the following semester-based timeline of student experiences along with the corresponding COREFour Mentoring Skill to help students develop in these moments.

FALL SEMESTER:



SEPTEMBER

- Academics / course load
- Student organization planning
- Begin study abroad program
- Research projects
- Artistic endeavors
- Fitness / athletic endeavors
- Wellbeing / therapeutic support
- Career development
- Work study / job or internship



OCTOBER

- Peers
- Professors / Faculty Fellows
- Staff members
- Academic advisers (student and faculty)
- Work study supervisors and colleagues
- Research supervisor
- Job / internship recruiters
- Alumni connections
- Mental health counselor
- Career coach
- Athletic coach / trainer
- Mentors



NOVEMBER

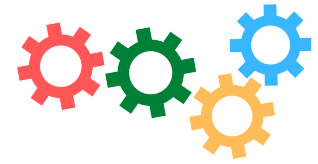
- Peers after completed projects / assignments
- Professors around grades and assignments
- Academic advisers on spring course registration / major selection
- Career coach around job or internship search, grad school decisions
- Research supervisor on project progress
- Mentors, counselors, parents, friends around future decision-making



DECEMBER

- End of semester courses, experiences, projects, work
- Conclusion of unique experience (study abroad, leadership role, mentoring relationship)
- Making resume additions
- Completion of athletic season (student-athletes)
- Completion of artistic endeavors / projects
- Completion of job, internship, work-study, volunteering, experiential learning

COREFOUR MENTORING MOMENTS TIMELINE



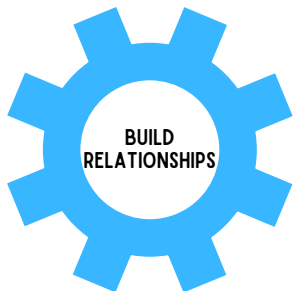
Review the following semester-based timeline of student experiences along with the corresponding COREFour Mentoring Skill to help students develop in these moments.

SPRING SEMESTER:



JANUARY

- Academics / course load
- Major/minor decisions
- Student organization planning
- Begin study abroad program or re-entry from study abroad
- Research projects
- Artistic endeavors
- Fitness / athletic endeavors
- Wellbeing / therapeutic support
- Career development
- Work study , job, internship
- Organizational involvement



FEBRUARY

- Peers
- Professors / Faculty Fellows
- Staff members
- Academic advisers (student and faculty)
- Work study supervisors and colleagues
- Research supervisor
- Job / internship recruiters
- Alumni connections
- Mental health counselor
- Career coach
- Athletic coach / trainer
- Mentors



MARCH

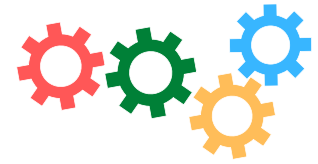
- Peers after completed projects / assignments
- Professors around grades and assignments
- Academic advisers on summer and fall course registration
- Career coach around job or internship search
- Research supervisor on project progress
- Mentors, counselors, parents, friends around future decision-making



APRIL

- End of semester courses, experiences, projects, work
- Conclusion of unique experience (study abroad, leadership role, mentoring relationship)
- Making resume additions
- Completion of athletic season (student-athletes)
- Completion of artistic endeavors / projects
- Completion of job, internship, work-study, volunteering, experiential learning

COREFOUR MENTORING MOMENTS TIMELINE



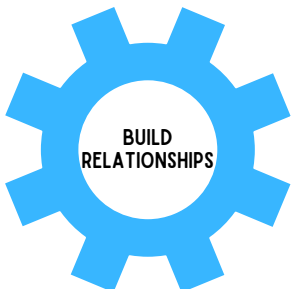
Review the following semester-based timeline of student experiences along with the corresponding COREFour Mentoring Skill to help students develop in these moments.

SUMMER:



MAY

- Start of new job or internship
- Start of grad school, summer courses, or research project
- Summer study abroad
- Job search for new graduates
- Artistic endeavors
- Fitness / athletic endeavors
- Wellbeing / therapeutic support
- Living in a new city
- Community involvement and volunteering



JUNE

- Peers
- Roommates
- Job / internship supervisors and colleagues
- Research supervisor
- Job recruiters and hiring managers
- Alumni and networking connections
- Mental health counselor
- Athletic coach / trainer
- Mentors



JULY

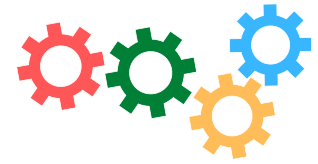
- Peers or Colleagues after completed projects / assignments
- Professors around grades and assignments
- Work / internship supervisor after completed projects / assignments
- Research supervisor on project progress
- Mentors, counselors, parents, friends around future decision-making
- Career coach on job search progress



AUGUST

- End of summer courses, experiences, projects, work
- Conclusion of unique experience (study abroad, mentoring relationship)
- Making resume additions
- Completion of artistic endeavors / projects
- Completion of job, internship, work-study, volunteering, experiential learning
- Completion of a pre-experience program or retreat for incoming students

BEST PRACTICES TO SET GOALS



The ability to write effective, strategic goal statements and take action towards achieving them is a key personal, academic, and professional skill that gives students the tools they need to move forward with confidence and clarity.

Personally, effective goal statements:

Help turn vague
big-picture dreams into
actionable reality

Provide motivation when
feeling overwhelmed
or stuck

Create accountability checks
through concrete deadlines

Demonstrate initiative
and a willingness
to own one's path

Academically and professionally, effective goal statements:

Clarify what you should and
should not be working on

Connect the work you are
doing to organizational
goals, mission, and vision

Provide focus when
managing competing
priorities

Demonstrate initiative
and a willingness
to own one's path

Here are some tips for writing great goal statements:

KEEP IT SIMPLE

Avoid double-barreled statements such as “identify next steps and create a plan to move forward.” Those are two different goals and should be written as such.

KEEP IT TIME-CONDENSED

Write no more than one month to semester-long goals. Give yourself room to change, pivot, and celebrate wins along the way by writing short-term goals.

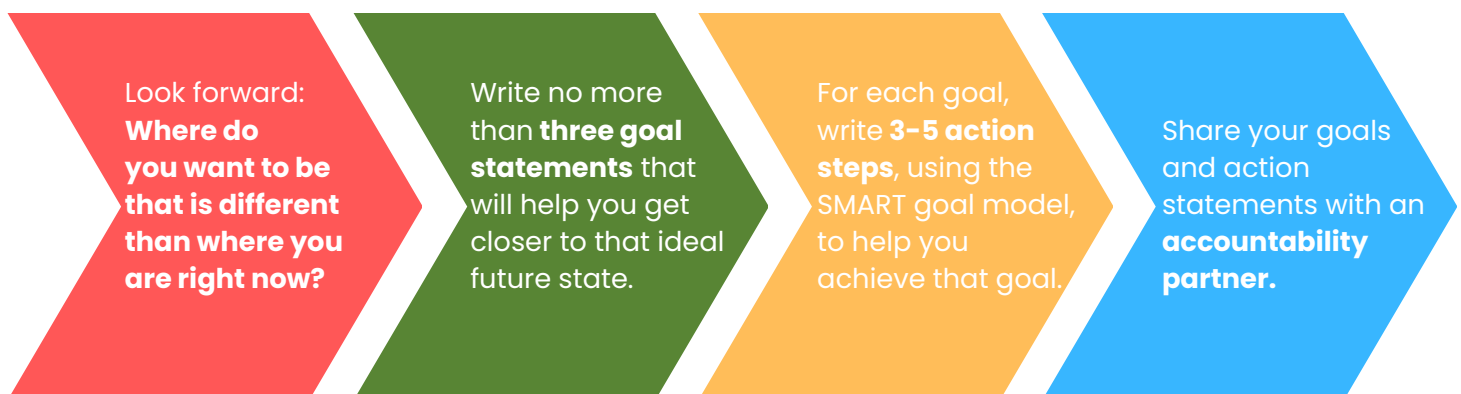
KEEP IT SMART

Use the SMART goal model. Goals should be:

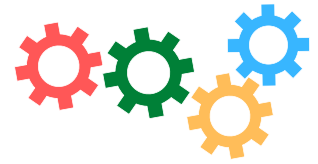
- **Specific** statements about what you will do, learn, or achieve. Always start with an action verb.
- **Measurable** statements that clearly demonstrate how you will know when you have accomplished the goal.
- **Achievable** statements that are neither too big nor too limited in scope.
- **Realistic** statements that don't set you up for failure from the outset. Do you have, or can you acquire, what you need in terms of resources, time, opportunity, or other needs, to accomplish the goal?
- **Timebound** statements with a clear deadline of when you will achieve the goal.

Once you have written your goals, **share them with someone for feedback** and to gain an accountability partner. You are always more likely to work towards your goals when you share them.

So, What's Next?



BEST PRACTICES TO BUILD RELATIONSHIPS



Whether you are looking to seek out mentors and sponsors, find a community of friends, or effectively work in a team, **knowing how to build effective relationships is one of the most important skills you can develop for success now and in the future.**

Great relationships are built on:



Here are some best practices for building effective relationships:

It's not about you, it's about them

Build trust by making it less about what you can get from another person and more about what you can learn and can offer to another person. Keep your commitments, respect confidentiality, and demonstrate a genuine interest in the other person and their experience.

It's all about connections

Develop rapport through a shared interest, experience, or common goal. And, be a connector. Look for ways you can be helpful by making introductions to resources, people, and opportunities.

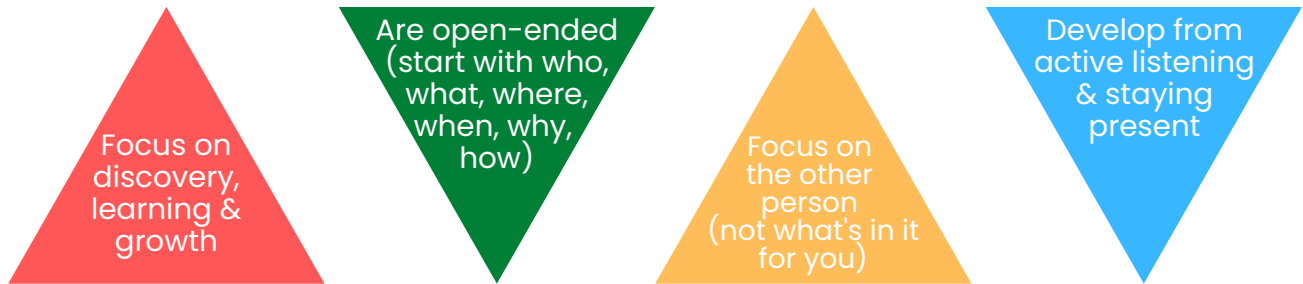
Practice and show empathy

Develop and demonstrate your capacity to understand, be aware of, and be sensitive to the feelings, thoughts, and experiences of another, which may differ from your own.







Be actively curious

Maintain a stance of active curiosity about another's experiences, feelings, challenges, and successes, by asking questions and practicing active listening.

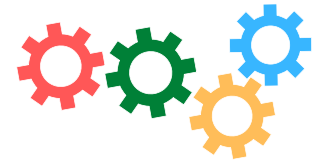
Great relationships are built through one-on-one conversations. And great conversations are built by asking good questions. Good questions:



Put this COREFour Mentoring Skill into practice! Here's how:

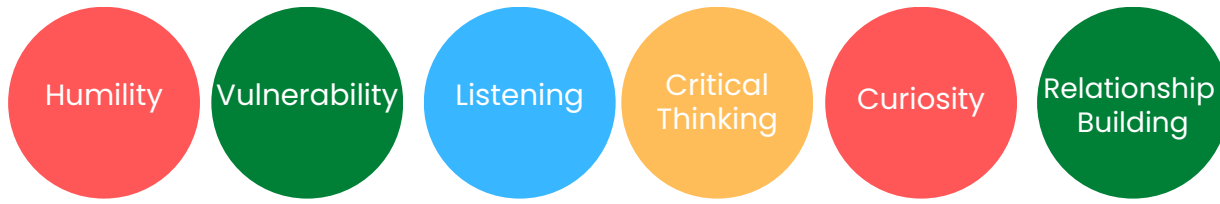
-  Ask someone for a coffee chat, curiosity conversation, or catch-up.
-  Come prepared with 3 or 4 questions to get the conversation started, but let the conversation naturally develop out of genuine curiosity.
-  Keep your commitment to time and respect each other's schedules.
-  Follow-up with a thank you, acknowledgement, or connection to another resource.
-  Schedule a future conversation as appropriate.
-  Rinse and repeat!

BEST PRACTICES TO SEEK FEEDBACK



One of the keys to the future of work is your **ability and willingness to be a lifelong learner**, which is why knowing how to seek out feedback is such an important skill for your ongoing growth and development. The simple truth is this: While listening to feedback can be hard, it's the **crucial data** you need to move forward with intention.

Seeking feedback requires:



Why does feedback matter so much?

It tells you where your gaps are and what you need to work on.

It gives you insight into what other people think about you.

It gives you insight into how other people think and process information.

It tells you what your limitations and opportunities are.

It builds your emotional intelligence muscles, which are key to your success.

It builds effective relationships.

Here are some tips to seek out the feedback you need:

NO VAGUE REQUESTS!

Frequently, requests for feedback sound like: “How do you think I’m doing?” This is a hard question to answer, and won’t result in the kind of feedback you need or want.

NO IN-THE-MOMENT REQUESTS!

Similar to the previous point, don’t demand that people give you feedback in the moment, unless you just want to hear someone say something off the cuff. Give them time to reflect and come up with a meaningful answer that is helpful to you.


Use the **Immediate-Objective-Impactful model** to make your feedback request:

- **Immediate:** Seek out feedback close to the conclusion of a project or assignment.
- **Objective:** Ask for feedback on your work on that project or assignment.
- **Impactful:** Ask for specific impact of your work on that project or assignment. *What are 2-3 things you think I did really well on that project? And, what are 1-2 things you think I could have done better or differently?*


LISTEN!

During the feedback conversation, remember that your job is to listen: to the content, to the intent, and to the tone. Not all feedback requires action by you. It’s your job to discern which is worth pursuing and which is not. But remember: whenever someone offers you feedback that is critical data that is worth your attention.

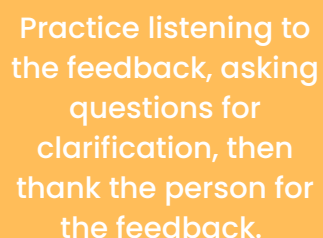
So, What's Next?



Seek out 2-3 people for a feedback conversation in the next 2 weeks.



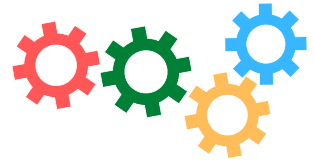
Practice using the Immediate-Objective-Impactful model.



Practice listening to the feedback, asking questions for clarification, then thank the person for the feedback.

Finally, spend time reflecting – either on your own or with a trusted mentor – on what you heard. How can the feedback help you to grow and get better?

BEST PRACTICES TO PRACTICE REFLECTION



Practicing reflection is something you can do on your own, or in concert with a trusted mentor, advisor, wise counselor, or friend. No matter how you do it, it's critical to learn how to practice reflection if you are going to move forward in your life with intention. Practicing reflection means collecting the data that you need, through feedback conversations and relationship building, so that you can set effective goals to apply what you are learning to your next steps.

Practicing reflection requires:



Practicing reflection allows you to:



Here are some tips for regularly practicing reflection:

ONE SIZE DOESN'T FIT ALL

There is no one right way to practice reflection. *What's important is to do what works for you.* For some, that means journaling. For others, it means going for a walk or meditating or doing yoga. Whatever helps you to get into a place of honesty, learning, and growth is right where you need to be.

DEVELOP THE HABIT

Try to build in an ongoing practice to develop the habit of practicing reflection. Block out time on your calendar each day and hold that time sacred as you would any other commitment.

ASK "WHAT, SO WHAT, NOW WHAT"


Try the What, So What, Now What method. This is an active practice of identifying and reflecting on actions, feelings, and learning. After you complete a project or assignment, ask yourself:

- **What:** What just happened? Write down as many action items as you can.
- **So What:** How do I feel about what just happened? Describe those feelings.
- **Now What:** Now what do I do with what I learned about myself? Connect the learning to next steps.

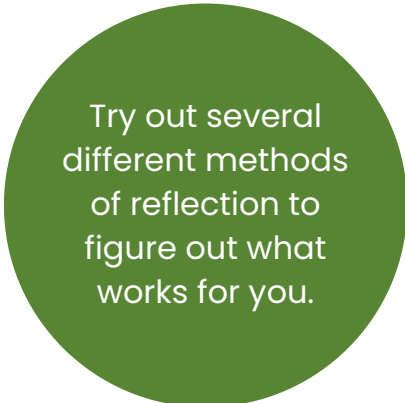
TALK ABOUT IT

Share your reflections with a trusted mentor or wise counselor, if you feel comfortable doing so. Sometimes, another person's perspective can deepen our understanding of what we are feeling or learning about ourselves.

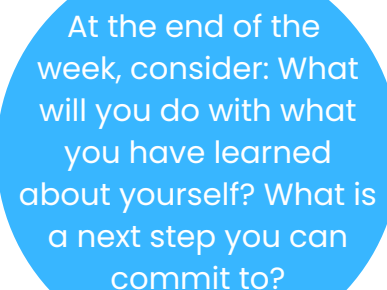
So, What's Next?



Commit to a practice of daily reflection this week. Just 15 minutes a day is fine!



Try out several different methods of reflection to figure out what works for you.



At the end of the week, consider: What will you do with what you have learned about yourself? What is a next step you can commit to?



MENTORING RESOURCE CENTER

WAKE FOREST UNIVERSITY