



MENTORING RESOURCE CENTER

WAKE FOREST UNIVERSITY

March 2024: Mentoring Partners Newsletter

Mentoring Partners Newsletter: *A monthly overview of timely tips, resources, and relevant events to support formal and informal mentoring at Wake Forest. For the month of March, we're focusing on the COREFour Mentoring Skill of Seeking Feedback.*

****COREFour Evaluation for Juniors/Seniors - Help us spread the word!****

We're asking junior and senior students to evaluate themselves on the COREFour Mentoring Skills. From now until March 9th, please encourage your students to take two minutes or less to complete our [2023-2024 COREFour Evaluation!](#) A marketing image is attached to this email which we hope you'll include in your office's messages to students. *Once we compile evaluation responses, we will share this data with you.*

“MENTORING MOMENT” TIP

We like to think of a “mentoring moment” as a specific and significant time in the semester when you are engaging with students around a particular experience or decision point. It's in these key moments that you can intentionally facilitate learning and skill development with your students!

What “mentoring moments” are happening in March?

The middle of the spring semester is often filled with decision points for students. Decisions about summer internships, post-grad job offers, where to study abroad, selecting a graduate school program, majors/minors and class selection, where and with whom to live in the summer, the list goes on.

If you find yourself in a conversation with a student where they're asking what you think about one of these decision points and the options available, they're likely **seeking out your feedback**.

What does effective feedback look like from where you sit as a faculty or staff member?

Effective feedback should be immediate, objective, and impactful.

Immediate - Focus on a specific situation, experience, or project related to the student's decision point. *Example: Current grades in an academic course.*

Objective - Share your thoughts on that specific situation, experience, or project from an unbiased perspective. *Example: “Your low grades in Organic Chemistry demonstrate that you're struggling in this subject. It sounds like you're feeling stuck around wanting to pursue pre-med but not performing well in science courses.”*

Impactful - From your perspective, tell the student what you think they're doing well in a specific situation, experience or project and some areas for growth, improvement, and consideration. *Example: "I've seen that you're a really hard worker. You seek out help and support in subject areas like Organic Chemistry where you're struggling. I understand that pursuing a career like medicine is important to you because you want to make a difference in people's lives. It also seems like you've put yourself in the pre-med box without considering or learning about other career options. I wonder if it would take the pressure off of you to explore other possible careers that fit your interests and skill set."*

Download our [COREFour Faculty and Staff Guide](#) for more resources on having these types of mentoring conversations.

RESOURCES

How Gen Z Approaches Decision-Making: This [2021 whitepaper](#) from American Student Assistance shares research and insights into how this current generation of young adults navigates the decision-making process. More specifically, their findings focus on making decisions around education, career, and future plans.

Frameworks for Intelligent Decision-Making: In [this piece](#) on her *Psychology Today* blog, AVP Allison McWilliams explores the challenges of making decisions and being overwhelmed by choices. Learn about the "intelligent careers" framework that focuses on "knowing why, knowing how, and knowing whom."

Give More Feedback - Others Want It More Than You Think: A 2022 study published in the *Journal of Personality and Social Psychology* found that people underestimate others' desire for feedback. [This article](#) from *Behavioral Scientist* explores these findings: "Among feedback-receivers, 86 percent said they wanted to receive it, but only 48 percent of potential feedback-givers wanted to give it." Learn more about why this is the case.

Mentees - Asking for and Reflecting on Feedback: Asking for feedback can feel uncomfortable or even scary. Whether you're in a formal mentoring relationship or just want to get more comfortable with seeking out feedback, [use this worksheet](#) designed to help mentees practice soliciting feedback on two key questions. Additionally, this includes questions to prompt reflection on the feedback that is given.

RELEVANT EVENTS

[Express Yourself: Strengthening Advocacy Skills for an Inclusive Workplace | March 14, 2024 | 11:00am-1:00pm EST \(Virtual workshop on Zoom\)](#)

Are you interested in practicing strategies to become a stronger advocate for yourself, your colleagues and your team in your workplace? This workshop is designed for professionals at all stages of their career journey who want to grow as champions of DEI in their workplaces.

Hosted by the Alumni Personal & Career Development Center and facilitated by OPCD Fellow Nina Banks ('23). Open to all WFU alumni, faculty, staff, and friends.

Wednesday Webinar – Win the Negotiation: 13 Steps to Get Paid What You're Worth | March 20, 2024 | 12:00-12:30pm EST (Zoom)

Join us for this 30-minute webinar as we hear from career expert and Wake Forest alumnus Austin Belcak ('13) about 13 steps you should be taking to successfully negotiate your salary. Austin is the founder of [CultivatedCulture.com](https://www.cultivatedculture.com) where he helps people land jobs they love without traditional experience and without applying online. Hosted by the Alumni Personal & Career Development Center and open to all WFU alumni, students, faculty, staff, and friends.

Connect with the Mentoring Resource Center team if we can support you and your program/department in the months ahead. Please feel free to forward this newsletter to your colleagues.

Mentoring Resource Center website
Contacts: *Allison McWilliams, Lauren Beam, and Maggie Kuhn*