Establishing Rapport and Motivating Mentees
Training and Development

- Onboarding
- Orientation checklist
- Mandatory “core” live webinars (attend these first):
  - The Role of the Peer Mentor
  - Peer Mentoring Do’s and Don’ts
  - Professional Ethics for Peer Mentors
  - Establishing Rapport & Motivating Mentees
  - Questioning and Listening Skills
- Elective live webinars
- The full schedule of trainings (including the link to use to attend) is available each quarter is located on the Training and Development tab of the Tutor Excellence Guide (http://guides.rasmussen.edu/tutorexcellence)
By the end of this training, you will need to be able to...

- Articulate at least two strategies you will use to build rapport with new mentees
- Identify common language cues of students in need of encouragement and/or motivation
- Select an effective practice to use when motivating mentees
Agenda

1. Placing ‘building rapport and motivating mentees’ within the context of our mission statement
2. Extending strategies for building rapport
3. Understanding motivation
   • Fixed and growth mindset
4. Strategies for motivating mentees
5. Role play scenarios
Connecting to our Mission

How does building rapport and/or motivating students connect to our mission? Why is it important?

The Mission of Rasmussen College Library and Learning Services

The Rasmussen College Library and Learning Services team is rooted in a tradition of student support and driven by a desire for academic excellence.

We are passionate about empowering the college community through programmatic collaboration with faculty and staff.

Through curiosity, innovation, and continuous improvement, we cultivate life-long learners who are prepared to thrive in a diverse and digital society.
Establishing Rapport with Mentees

Building rapport has been a top priority during your experience as a tutor. Time for a refresher...

- What is the difference between being friendly and establishing rapport?
- Why is having good rapport with a student so important?
- What are some things you do as a tutor to establish rapport?
- How do you know you have a good rapport with a student? What are some specific indicators?
- What indicates that you do not yet have solid rapport?

Now let’s build upon your previous knowledge and add to it...
Establishing Rapport with Mentees

Discussion: What’s the difference between being friendly and establishing rapport?

• Getting to know them.
  – “What program are you in?” “What was your academic experience before coming here?” “Were past experiences mostly positive or negative?” Etc.

• Identify shared goals and your role in helping him/her achieve them.
  – The student came to you for a reason – what is it? Conversation is key.
  – “I see, so you want to ___. Would it help you if I ___?”

• Prove you have listened and care.
  – “The last time we met, you said X. How has that been going?”

• Be honest.
  – It’s ok to share concerns as well as encouragement.
  – “I am worried that X might not be the best way for you to achieve your goals. Do you think it will?”

• Remember, building trust takes time.
  – Do not expect (or push) mentees to share personal information right away, and if mentees think you are judgmental about what they share, they will likely share less.

  **Always put yourself in the place of the mentee.**
  In his shoes...See through her eyes. 👀👀
Fixed and Growth Mindset

• “In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort” (Dweck, n.d.).

• “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities” (Dweck, n.d.).

• Test your mindset: http://mindsetonline.com/testyourmindset/step1.php (Dweck, n.d.).

For further readings, check out our library collection (search authors for Carol Dweck)
Common Motivation Sabotuers

Doesn’t really believe he can actually succeed

• Self-Identity (how he sees himself as a learner)
• Low level of self-efficacy (doesn’t believe she can be successful at this task)
• Self-fulfilling prophecy (we unconsciously move toward our anticipated outcome and actually produce those results) E.g. “I knew it!” — weird way to be right (build false confidence)
• Gives up quickly

The excitement of starting school and then reality sets in...

• Eventually the fun of making a dream happen wears off and then it just becomes ‘hard work’
• In the beginning, the student doesn’t realize the hard work, commitment, and persistence it takes to be a successful student
Common Motivation Sabotuers

Doesn’t realize the importance or the ‘why’ of completing assignments, etc.
  • Task doesn’t hold value or priority
  • Sees only short-term, not long-term

Perfectionism
  • Can’t make mistakes (therefore can’t take risks). Places major pressure on self.
  • Identity as a learner (I’m an ‘A’ student)
  • Fear of failure; Internalizes “I’m a failure”—may then resist or downplay success (external reason vs. internal reason)
  • Doesn’t recognize value of failure in the learning process
  • Picks and chooses tasks based on chance of success vs. experience and learning benefit
Motivational Strategies

What motivates you as a student? When you face a challenging situation, where do you find the drive to overcome your obstacles?

Sample language cues you may hear:

“This is so hard”  “I’m just a bad writer”  “I feel like giving up”
“I feel so overwhelmed”  “I just not a ‘math’ person”  “I’ll never understand this”

What can help to increase motivation?
Establishing goals & measuring progress toward those goals.

• Help students break down long-term goals into short-term, achievable “wins” that are on the path to a long-term goal
• Use questioning techniques to help students see past an immediate obstacle (“So how will you overcome this?”)
• Review recent successes and goals met to consciously build confidence
• Be aware of any counter narratives and negative self-talk
Role Play-Scenario

The student just found out that he earned a ‘D’ on his first quiz in Medical Terminology. He spent several hours studying. He tells the Mentor that he’s very frustrated—not sure what to do. He says he might just drop out altogether.

• Fixed or Growth mindset? (His reaction if it was the other mindset?)
• Which motivation saboteur may be at work here?
• What can the Mentor say to the student?
• What strategies could the Mentor use to help encourage and motivate the student? (i.e. to start to move into growth mindset)
Role Play-Scenario

The student is nervous about starting school. She connects with a Mentor for the first time.

• What are some things the Mentor could say to build rapport with the student?
• What might the Mentor ask to determine the student’s motivation level?
• What follow up steps might the Mentor recommend?
Role Play-Scenario

The student tells the Mentor
“I’ve always been bad at writing papers.”

• Fixed or Growth mindset?
• What questions could the Mentor ask to find out the context around the Mentee’s educational experience?
• What strategies could the Mentor use to help encourage and motivate the student? (i.e. to start to move into growth mindset)
The student tells the Mentor “I’m an ‘A’ student. I can’t get a ‘C’ on this exam—that means I’ve failed!”

- Fixed or Growth mindset? (His reaction if it was the other mindset?)
- Which motivation saboteur may be at work here?
- What can the Mentor say to the student?
- What strategies could the Mentor use to help encourage and motivate the student? (i.e. to start to move into growth mindset)
Not sure what to do?

Resources available to you:

- Your programmatic and/or course Guide
- http://guides.rasmussen.edu/tutorexcellence
- http://rasmussen.libanswers.com
- Student Advisor
- Career Services
- Your Learning Services Coordinator (supervisor)
- Librarian team
- LLC@Rasmussen.edu
- Jon.Mladic@Rasmussen.edu

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Kristie Keuntjes (LSC) and Ashley Guy (LIB), School of Nursing
Bonnie Ostrand (LSC) and Jan McCartney (LIB), Schools of Technology and Design
Tammy Hopps (LSC) and Cassandra Sampson (LIB), Schools of Education and General Education
Questions
Assessment

Don’t forget to ...

1. Complete the assessment for this training
   Assessments should be turned into your supervisor and can be found on Peer Mentor tab of the Tutor Excellence Guide: http://guides.rasmussen.edu/tutorexcellence/peermentor

2. Keep track of the trainings/assessments you complete
   Your Peer Mentor Supervisor will also track this but it will help keep you on track towards certification
References
