



**NSM  
RESEARCH  
REPORT  
FALL 2024**

# TABLE OF CONTENTS

Research Methodology	3
Training, Belonging, & Support	4
Quality of NSM Program	5
Mentors Needs	6
Professional Growth	7
Notable Hightlights	8
Notable Feedback	9
Quick Wins	10
Long Term Solutions	11
Conflict Management	12
Empathy	13
Persuasion & Influence	14
Psychological Safety	15

# RESEARCH METHODOLOGY



Research for the New Student Mentoring consists of a survey ( $n=48$ ) sent to the all New Student Mentors and one focus group.

The survey tested for general employee satisfaction and effective workplace habits while the focus group dove more into an understanding of gaps in employee knowledge and skills.

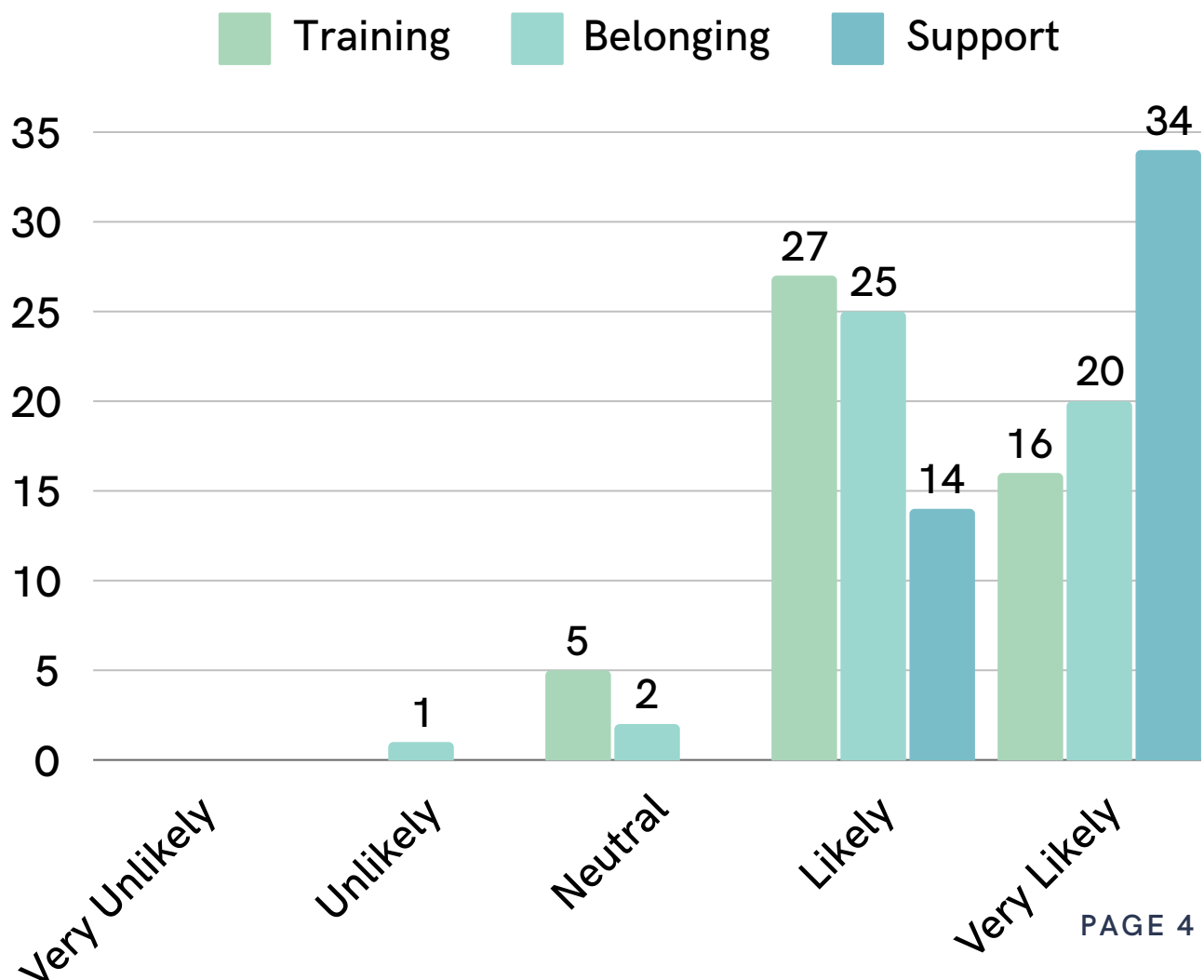
Most of the research provides insights on common struggles and positive experiences that New Student Mentors experience Fall 2024 at Brigham Young University - Idaho.

Topics such as Psychological Safety, Empathy, Conflict Management, Influence and Persuasion are referenced in books compiled by Harvard Business College and written by competent professionals.

# TRAINING, BELONGING, & SUPPORT

## Most Mentors

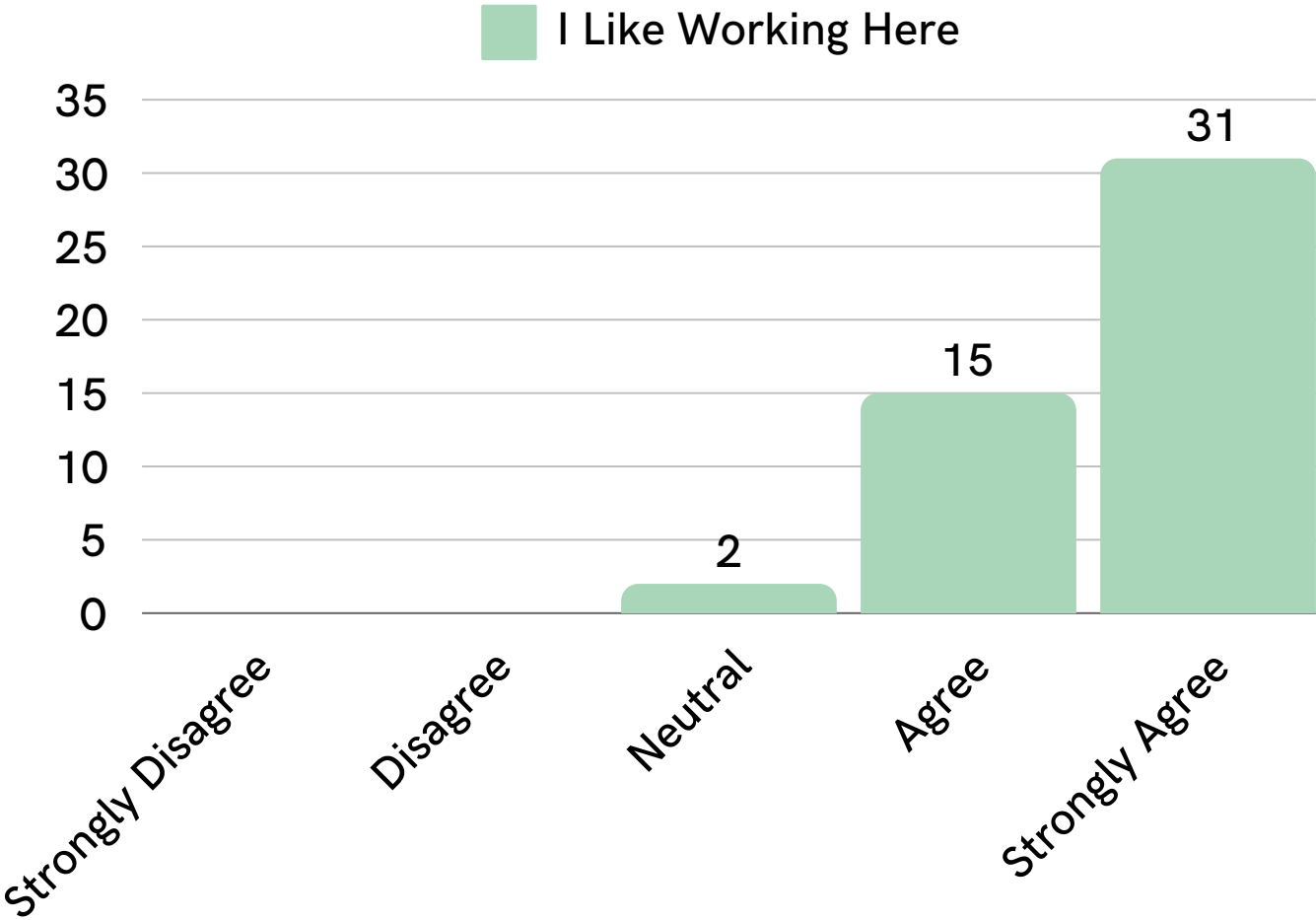
feel supported and belonging in the NSM program



# QUALITY OF NSM PROGRAM

## 46 of 48 Mentors

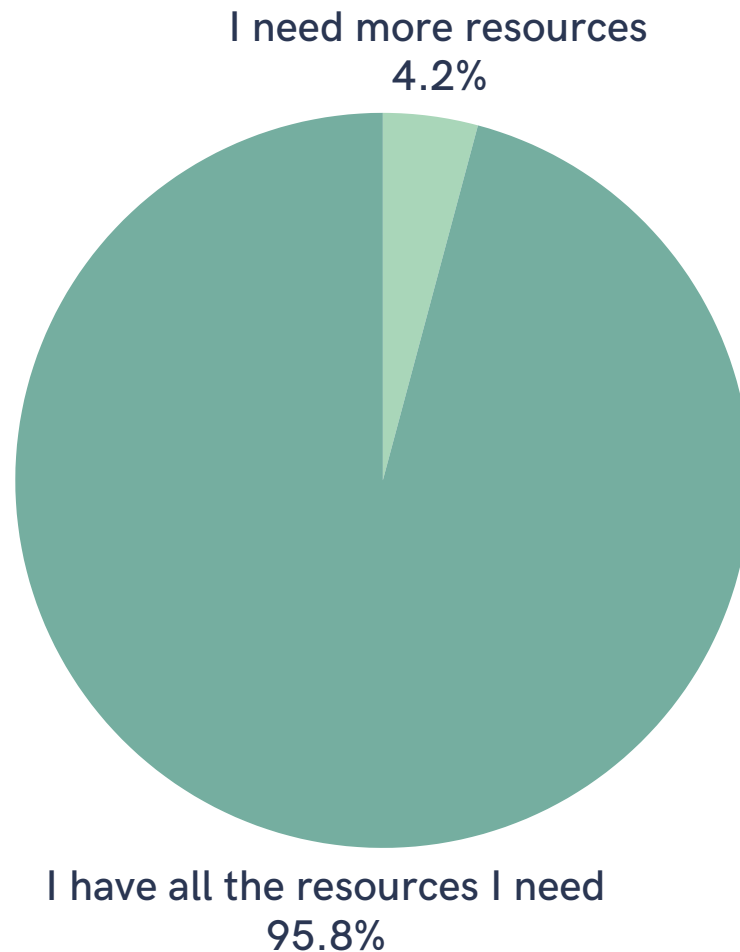
Surveyed they Strongly Agree or Agree with their Work Environment



# MENTORS NEEDS

**95.8% of Mentors**

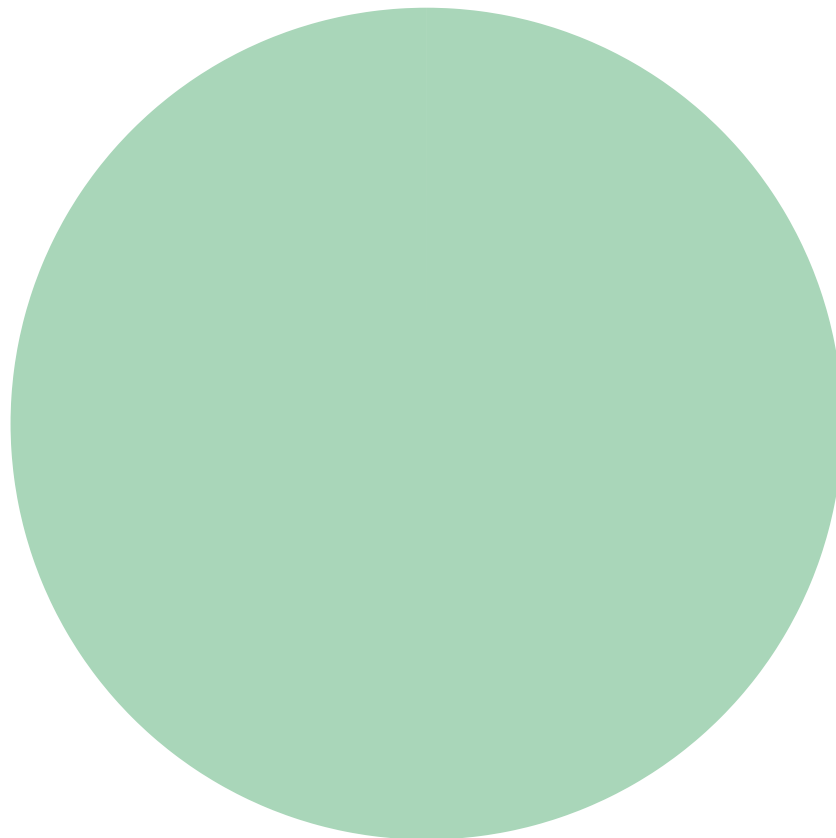
Reported having all the resources they need to be successful



# PROFESSIONAL GROWTH

**100% of Mentors**

Surveyed reported that they have  
experience professional growth



I Feel Like I am Growing Professionally  
100%

# NOTABLE HIGHLIGHTS FROM MENTORS

"THE PEOPLE YOU MEET! I LOVE ALL MY MENTEES SO MUCH!! PLUS, MY COORDINATOR AND FELLOW MENTEES I'VE MET ARE PRETTY AWESOME TOO!"

"I LOVE THE WORK ENVIRONMENT. IT IS SO POSITIVE AND HAS BEEN AN AMAZING EXPERIENCE. I ALSO LOVE THAT I HAVE THE OPPORTUNITY TO HELP OTHERS GROW AND TO GROW MYSELF AS A LEADER."

"I LOVE BEING ABLE TO INTERACT WITH THE NEW STUDENTS AND HELP THEM WITH ANYTHING I CAN. WHETHER THAT BE JUST LENDING AN EAR OR GUIDING THEM TO RESOURCES THE SCHOOL PROVIDES."

"I LOVE CONNECTING WITH THE STUDENTS AND SEEING THEM REACH OUT TO ME BECAUSE I KNOW THEY TRUST ME. ONE OF THE BEST THINGS IS WATCHING A STUDENT PONDER SOMETHING I KNOW TOUCHED THEM."

# NOTABLE FEEDBACK FROM MENTORS

"I WISH I WOULD HAVE HAD BEEN PROVIDED A PAMPHLET THE STUDENTS RECEIVED AT NEW STUDENT ORIENTATION SO I COULD'VE EXPLAINED IT BETTER. IT HAS ALSO BEEN DIFFICULT FOR MY STUDENTS TO UNDERSTAND WHAT THE CLASS IS ABOUT AND HOW IT WORKS. AFTER EXPLAINING IT TO THEM ONE ON ONE OR THROUGH THE GATHERINGS THERE HAS BEEN LESS CONFUSION."

"SOMETIMES I FEEL LIKE THEY COULD HAVE GIVEN US MORE INFORMATION BEFORE THE BIGGER EVENTS AND HAVE MORE CLEARLY DEFINED OUR ROLES AS MENTORS BUT OTHER THAN THAT, I FEEL LIKE IT IS GREAT!"

"SOMETIMES OTHERS MAKE ME FEEL LIKE I AM SOLELY RESPONSIBLE FOR A STUDENT'S FAILURE OR SUCCESS. IT'S STRESSFUL TO HAVE THAT EXPECTATION HANGING OVER MY HEAD, WHEN IN REALITY, A STUDENT'S FAILURE OR SUCCESS COMES FROM THEIR USE OF AGENCY. I'M HERE AS A RESOURCE TO HELP THEM BE SUCCESSFUL IF THEY ARE WILLING, BUT I ULTIMATELY HAVE NO CONTROL OVER HOW THE STUDENT IS DOING."

# QUICK WINS

## WEEKLY REFLECTION SESSIONS

01

TEACHING MENTORS TO SET EXPECTATIONS WITH MENTEES

02

DEFINE WHAT SUCCESS IS

03

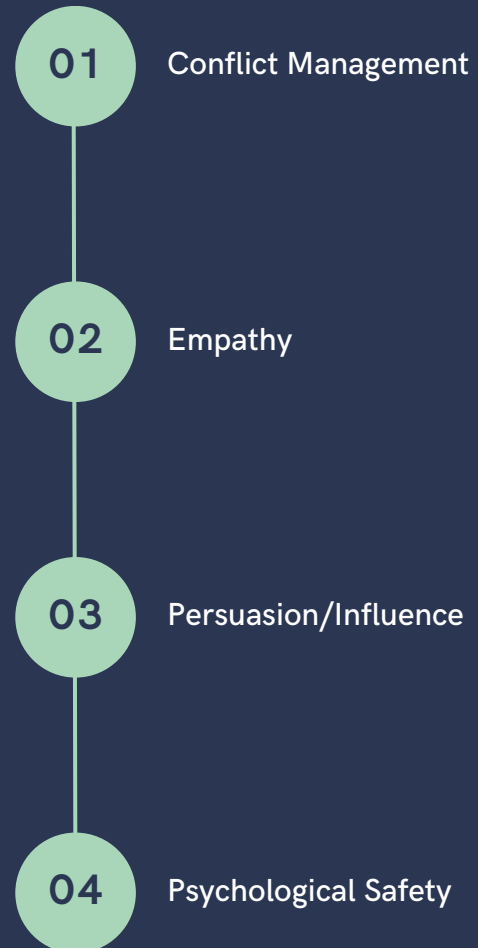
"REFLECTION IMPROVES PERFORMANCE BY ALLOWING PEOPLE TO DRAW LESSONS FROM THEIR PAST EXPERIENCES , TAKE PERSONAL RESPONSIBILITY FOR THEIR PAST PERFORMANCE, AND FEEL MORE CONFIDENT ABOUT ACHIEVING THEIR GOALS."

# LONG TERM SOLUTIONS

Analysis of the Focus Group revealed that there are four gaps mentors want to or could improve on. They agreed that working they would either get in the way of themselves or that it was the choices and behaviors of their first year students that affected the quality of their gathering groups. Some main themes in the focus group consisted of:

1. Vulnerability & Connection
2. Wanting to inspire their students
3. Gaps in knowledge to address conflict and promote psychological safety

These insights caused additional research to find what models or best practices of conflict management, empathy, persuasion and influence, psychological safety and how they could be implemented into the New Student Mentoring Program to promote connection among first year students.



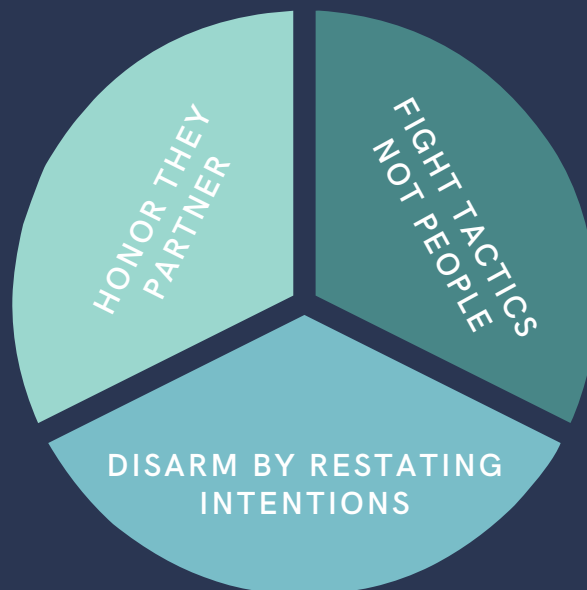
# CONFLICT MANAGEMENT

Identify the type of conflict. Is the conflict hot or cold? Does it need to be cold down and keep individuals away or does it need to be warmed up and welcome for individuals to talk about it?



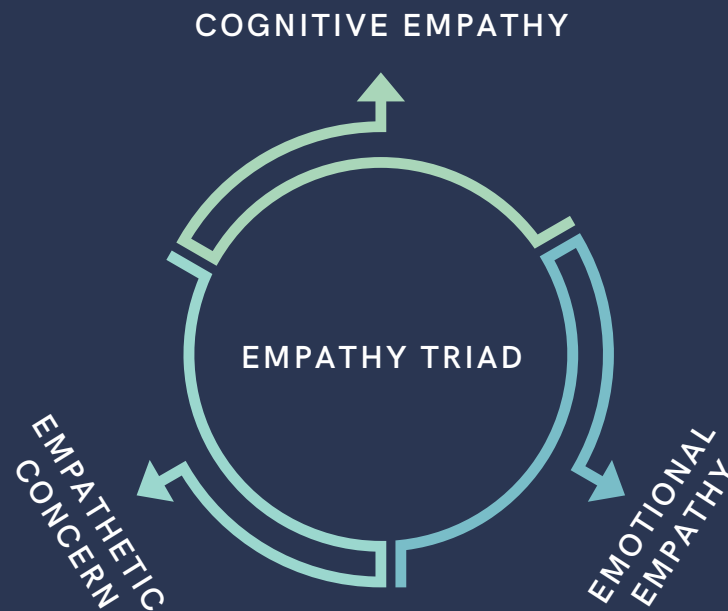
Warm Up Conflict  
Cool Conflict Down

## A MODEL FOR MANAGING COMPLEX CONVERSATIONS



"PEOPLE THINK STRESSFUL CONVERSATIONS ARE INEVITABLE. AND THEY ARE. BUT THAT DOESN'T MEAN THEY HAVE TO HAVE BAD RESOLUTIONS." - HOLLY WEEKS

# EMPATHY



**COGNITIVE EMPATHY:** The ability to understand another person's perspective

**EMOTIONAL EMPATHY:** The ability to feel what someone else feels

**EMPATHETIC COACHING:** The ability to sense what another person needs from you

"GETTING A GRIP ON OUR IMPULSE TO EMPATHIZE WITH OTHER PEOPLE'S FEELINGS CAN HELP USE MAKE BETTER DECISIONS WHEN SOMEONE'S EMOTIONAL FLOOD THREATENS TO OVERWHELM US"  
-DANIEL GOLEMAN

# PERSUASION & INFLUENCE



People with power over others tend to talk more and guide conversations more

Passion can sweep away authority when it is supported and well prepared

Many dominate conversations if they have proper use of emotion and expertise

Mastery of subtle signals and conversations cuing can bring the attention to select individuals

"INFLUENCE, THEN, IS A MEASURE OF HOW MUCH SKIN THE PARTICIPANTS HAVE IN THE GAME, AND MOST OF US ARE UNCONSCIOUS EXPERTS AT MEASURING IT. TO WIELD IT, YOU NEED TO HAVE THE EDGE IN AT LEAST ONE OF ITS FOUR ASPECTS - AND PREFERABLY MORE THAN ONE." - NICK MORGAN

# PSYCHOLOGICAL SAFETY



"PSYCHOLOGICAL SAFETY IS IMPORTANT FOR EXCELLENCE IN ANY ORGANIZATION AROUND THE WORLD. IT'S JUST HARDER TO GET THERE IN SOME THAN OTHERS." - AMY EDMONSON