

## *Peer Mentoring & Leadership - Academic Course for Student Peer Mentors*

The Fordham Law School Peer Mentorship Program is a voluntary mentoring program designed to foster community and inclusion within the law school and ensure that all students have the opportunity to develop the social, emotional, and professional competencies they will need to flourish in their legal careers and advance the welfare of the legal profession. The program focuses specifically on providing mentorship and support to students starting their 2L year—a time of particular vulnerability for many students, which is often overlooked in favor of initiatives directed at the 1L class. Third-year students volunteer to mentor second-year students who have self-identified as desiring additional guidance and stronger ties to the law school community.

The hallmark of the program is that all mentors take a one-credit seminar, ***Peer Mentoring & Leadership***, which is designed to equip them with the tools and training they will need to effectively support their mentees and develop the professionalism skills necessary for effective lawyering. In this interactive course (the syllabus for which is appended to this document), mentors help each other work through challenges that arise in their mentoring, and practice working in teams and supporting others. They also learn about the elements of successful mentoring and why the ability to both establish meaningful relationships with mentees and provide quality mentorship to those with less experience is critical to building a satisfying career. Finally, through a series of interactive and self-reflection exercises, mentors cultivate critical leadership and professional skills such as effective listening, grit, resilience, emotional intelligence, and multi-cultural competence, which will serve them in law school and throughout their careers.

While the Peer Mentorship Program is designed to serve all upper-year Fordham Law Students, in the third year of the program, we engaged in extensive outreach and collaboration with Fordham Law's student affinity groups to provide additional structure and support to those groups' preexisting internal mentorship programs. To facilitate this, we gave students the opportunity to request to be paired with another student member of their affinity group. However, we also took steps to ensure that there was diversity within each mentoring group, in order to facilitate cross-cultural as well as intra-cultural mentorship. The benefits of this collaboration have been tremendous, extending far beyond the scope of the Program itself, for instance by facilitating the development of mental health resources and programs specifically tailored to the unique needs and circumstances of student affinity group members.

In the three years since its inception, the Peer Mentorship Program has proved remarkably successful in (1) ensuring that mentees feel connected and supported as they navigate the personal, professional, and academic challenges of law school; (2) enhancing mentees' professional development by connecting them with mentors who can guide them through the job search process and introduce them to resources, individuals, and opportunities to advance their professional goals; and (3) increasing mentors' professionalism by helping them develop the core social, emotional, and cultural competencies that will position them to excel personally and professionally and emerge as service-oriented leaders in the legal profession. There can be no question that the ***Peer Mentoring & Leadership*** course has been an essential ingredient for the success of the program.

## PEER MENTORING AND LEADERSHIP

Fall 2020

Professor Linda Sugin, Associate Dean for Academic Affairs

Professor Jordana Confino, Director of Professionalism

Professor Khasim Lockhart, FLS '18

### **Tuesdays**

Section EHGL-0708-002: 11-11:50 am <https://fordham.zoom.us/j/94277513295>

Section EHGL-0708-001: 4-4:50 pm <https://fordham.zoom.us/j/96425475581>

### **Thursdays**

Section EHGL-0708-051: 6:00 - 6:50 pm <https://fordham.zoom.us/j/94283357145>

**Please sign up on TWEN for the section for which you are registered. There are 3 separate TWEN courses.**

Dean Sugin:

[lsugin@law.fordham.edu](mailto:lsugin@law.fordham.edu) – 212-636-7866

Office hours Thursdays 4:00-5:00 pm. <https://fordham.zoom.us/j/96274792678>.

Professor Confino:

[jconfino@fordham.edu](mailto:jconfino@fordham.edu) – 646-346-5108

8-118. Office hours: Thursdays 1:00-2:00 pm. <https://fordham.zoom.us/j/99800462064>

Professor Lockhart:

[klockhart@law.fordham.edu](mailto:klockhart@law.fordham.edu) - 646-479-4282

Office hours: Mondays 7:00 pm - 8:00 pm. <https://fordham.zoom.us/j/92273083352>

This course, open to 3rd year students (3Ls) and 4th year evening students (4Es), is designed to support peer mentors participating in the law school's official peer mentorship program. It will help students develop skills for good mentoring and leadership in the legal profession. In addition to the one-hour weekly class with Dean Sugin and Prof. Confino or Prof. Lockhart, enrolled students will act as mentors to 2nd year students. Mentor/mentee groups will have a budget to spend together.<sup>1</sup> Students who have experienced challenges in law school are encouraged to enroll and be mentors. This course is just for mentors. Mentees will sign up for the program separately.

Required readings will be posted on Westlaw's TWEN.

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<sup>1</sup> This program is supported by the generosity of Rich Ross, FLS '86.

### **Learning Outcomes**

Students will be able to effectively mentor other students.

Students will develop professional and leadership skills.

Students will use journals to analyze and reflect on their experiences.

### **Attendance policy**

All classes will take place on Zoom. Students are expected to attend every class. Class participation and engagement is expected, and will be considered in grading. If you will be absent, please email the instructors before class. Students are expected to keep their videos on during class. If you are unable to have your video on, please email the instructors before class.

All mentors are also expected to attend the **Peer Mentorship Program Kick-Off Reception**, which will take virtually on **Wednesday, September 9, from 4-5:30 PM**. The initial mentoring group meetings will take place within this window.

### **Grading policy**

Students will be graded on their efforts to be good mentors and learn the leadership skills covered in the class. Journal entries will form the primary basis for grades. Make sure to log each of your interactions with your mentees in your journal.

### **Course Requirements**

1. Spend time with your mentees.
2. Keep a journal with weekly entries relating to your mentoring activities – reflect on the week’s class topics, write about your interactions with your mentees, and use your journal to plan for your mentoring meetings.
  - a. Your journal entries are due on TWEN at midnight on Sunday for the Tuesday classes and midnight on Tuesday for the Thursday class so the instructors can read them in preparation for class meetings.
  - b. **Make sure to include your name and section at the top of each entry and log all interactions with your mentees.**
  - c. In order to ensure that you receive proper credit for the assignments please follow the below instructions for submission (please do not upload an attached file for your entry):
    - i. Log into your TWEN account and select the **Peer Mentorship and Leadership** course.
    - ii. Click **Journal Entries** on the left side of the home page.
    - iii. Go to the assignment for the week and click **submit**.
    - iv. Type in the body of the screen provided in TWEN.
    - v. Click **submit** at the end of your entry.
3. Come to class prepared to share something about your mentoring experience.

### **Reimbursement**

In order to receive reimbursement for Peer Mentorship-related activities (e.g., meals/coffee with your mentees), you will need to complete the Peer Mentorship Reimbursement form found on TWEN and send it along with your receipts (up to \$200 total per mentee in your group) to Cynthia Lambert-Cameron at [clcameron@law.fordham.edu](mailto:clcameron@law.fordham.edu). No meal may exceed \$20 per person and alcohol will not be reimbursed. Please follow the instructions below to ensure timely reimbursement:

- Log into your TWEN account and select the Peer Mentorship and Leadership course.
- On the left-hand side of the screen click Reimbursement Form.
- Click the Options pull-down menu and select Download.
- Click Open with (Adobe Acrobat) and then OK.
- The document will open with fillable fields.
- Click the first field and insert the date (e.g., September 9, 2020).
- Tab to complete the remaining fields. The text size will adjust in the field as you type.
- Once you have completed your form, print, sign, and attach your itemized paid receipt. When submitting multiple receipts, please use a separate reimbursement form for each receipt.
- Please scan and email your form and receipts to [clcameron@law.fordham.edu](mailto:clcameron@law.fordham.edu).

Your reimbursement will be processed, and you should receive your check within two weeks. Please note that handwritten forms that are illegible will not be processed.

If you wish to receive your reimbursement through direct deposit you will need to complete the Employee/Student ACH form also located in TWEN under the Reimbursement Section. You will be required to complete this form once. Thereafter, your subsequent reimbursements will be directly deposited.

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Assignment</u></b> (Note: Journal entries are due by midnight on the preceding Sunday for the Tuesday classes, and on the preceding Tuesday for the Thursday class.)
Week 1 8/27 Th 9/1 Tu	Introduction	Fill out the <a href="#">google forms questionnaire</a> that will be used to create mentor-mentee groups.  Read: “Four Reasons to Keep a Work Diary”  Reflect in your journal before class: Think about mentors you have had and known. How would you describe them? What did they do? What are positive mentoring traits that these mentors possess that you would like to emulate as a mentor and why?
Week 2 9/3 Th	Starting to Mentor	Read: The Elements of Mentoring pp. 110-119

9/8 Tu		<p>Watch: <a href="#">Science of Mentorship   Shawn Blanchard   TEDxMuskegon</a></p> <p>Reflect in your journal before class: How will you develop your mentoring relationship? What are the expectations and limitations you need to establish?</p> <p>After this class, you should have your first meeting with your mentees (ideally during the Peer Mentorship Kick-Off Reception on Wednesday, September 9, from 4-5:30 PM).</p> <p>Log your interactions with your mentees in your journal.</p>
<p>Week 3 9/15 Tu 9/17 Th (Sept 10 is a Monday schedule)</p>	Character Strengths/ Vulnerability	<p>Take a character strengths test: <a href="https://www.viacharacter.org/">https://www.viacharacter.org/</a></p> <p>Watch this TED talk: <a href="https://www.ted.com/talks/brene_brown_on_vulnerability?language=en">https://www.ted.com/talks/brene_brown_on_vulnerability?language=en</a></p> <p>Reflect in your journal before class: How does your character affect your approach to mentoring? What does vulnerability have to do with mentorship and leadership?</p> <p>Log your interactions with your mentees in your journal.</p>
<p>Week 4 9/22 Tu 9/24 Th</p>	Empathy	<p>Read: Brené Brown, Dare to Lead pp. 136-150</p> <p>Reflect in your journal before class: What gets in the way of attending to student fears and feelings in law school?</p> <p>Log your interactions with your mentees in your journal.</p>
<p>Week 5 9/29 Tu 10/1 Th</p>	Cognitive Biases	<p>Read: “The World Isn’t as Bad as Your Wired Brain Tells You,” Wall St. Journal, and The Elements of Mentoring pp. 135-142</p> <p>Reflect in your journal before class: Identify differences between you and your mentee(s). Do you expect these</p>

		<p>differences to be a challenge to your mentor-mentee relationship? What are the ways in which you plan to ensure that these differences do not impede your mentor-mentee relationship?</p> <p>Log your interactions with your mentees in your journal.</p>
<p>Week 6 10/6 Tu 10/8 Th</p>	<p>Stress</p>	<p>First: Complete the Stress Mindset Measure and bring your score to class</p> <p>Then watch this TED talk: <a href="https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend">https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend</a></p> <p>Reflect in your journal before class: How would you characterize your stress mindset? How might shifting toward a more positive mindset affect your approach to mentoring? How might you be able to nurture a positive stress mindset in your mentees?</p> <p>Log your interactions with your mentees in your journal.</p>
<p>Week 7 10/13 Tu 10/15 Th</p>	<p>Effective Listening</p>	<p>Make an appointment for a short conference with one of your instructors during week 7 or week 8. You can meet individually or with your co-mentor(s).</p> <p>Read: The Mentoring Manual pp. 65-74, “Don’t Assume You Know the Answers: How to be a Great Mentor” <a href="https://www.forbes.com/sites/sallypercy/2019/10/27/dont-assume-you-know-the-answers-how-to-be-a-great-mentor/#58834a717593">https://www.forbes.com/sites/sallypercy/2019/10/27/dont-assume-you-know-the-answers-how-to-be-a-great-mentor/#58834a717593</a></p> <p>Reflect in your journal before class: What do other people do to make you feel like you are heard and understood?</p> <p>Log your interactions with your mentees in your journal.</p>
<p>Week 8 10/20 Tu 10/22 Th</p>	<p>Emotional Intelligence</p>	<p>Read: Daniel Goleman, What Makes a Leader? Harvard Business Review 2004</p> <p>Please bring 3 (small) things from your home that are a good representation of you.</p>

		<p>Reflect in your journal before class: In which of the five areas of emotional intelligence are you strongest? Which of these components do you find most challenging?</p> <p>Log your interactions with your mentees in your journal.</p>
<p>Week 9 10/27 Tu 10/29 Th</p>	<p>Failure/Resilience</p>	<p>Read: Chapter from Justice Sotomayor’s memoir. Watch this TED talk: <a href="https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance">https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance</a></p> <p>Read the Grit Hypos.</p> <p>Reflect on the hypos in your journal before class.</p> <p>Reflect in your journal before class: What emotions do you feel when you suffer a disappointment? What thoughts go through your head? How have you behaved? What might you have done differently?</p> <p>Log your interactions with your mentees in your journal.</p>
<p>Week 10 11/5 Th 11/10 Tu (no class on 11/3 Election Day)</p>	<p>Cross-Cultural Mentoring</p>	<p>Read: “When Mentoring Crosses Cultures, Both Sides Learn” <a href="https://hbr.org/2016/08/when-mentorship-crosses-cultures-both-sides-learn">https://hbr.org/2016/08/when-mentorship-crosses-cultures-both-sides-learn</a></p> <p>-Read: “Mentoring Across Cultures” <a href="https://tomprof.stanford.edu/posting/839">https://tomprof.stanford.edu/posting/839</a> <a href="https://diversity.ucdavis.edu/sites/g/files/dgvnsk731/files/inline-files/Crutcher%2C%20Mentoring%20Across%20Cultures.pdf">https://diversity.ucdavis.edu/sites/g/files/dgvnsk731/files/inline-files/Crutcher%2C%20Mentoring%20Across%20Cultures.pdf</a></p> <p>Journal Prompt: Reflect in your journal before class: What expectations did you have about your mentees when you started? How have your assumptions about your mentees changed?</p> <p>Log your interactions with your mentees in your journal.</p>
<p>Week 11</p>	<p>Team Leadership</p>	<p>Read: Smarter, Faster, Better ch. 2 Teams.</p>

<p>11/12 Th 11/17 Tu</p>		<p>Reflect in your journal before class: What are the best and worst things about having a mentoring team instead of mentoring pairs?</p> <p>Log your interactions with your mentees in your journal.</p>
<p>Week 12 11/19 Th 11/24 Tu</p>	<p>Giving and Getting Feedback</p>	<p>Read: "Find the Coaching in Criticism," Harvard Business Review</p> <p>Reflect in your journal before class: Recall a time when you received feedback that had a significant positive impact on you. How was the feedback conveyed and what made it so valuable? Now compare that to a time when you resisted feedback. What made that situation different?</p> <p>Log your interactions with your mentees in your journal.</p>
<p>Week 13 12/1 Tu 12/3 Th</p>	<p>Self-Care/Effective Communication</p>	<p>Prepare a 5 minute Power Point presentation on dealing with stress and/or self-care. Be prepared to present it to the class. This assignment requires that you do research on reducing stress/self-care. Your goal is to teach the class something.</p> <p>Log your interactions with your mentees in your journal.</p>