

GUIDING PARTICIPANT OUTCOMES IN COLLEGIATE CROSS-DISCIPLINARY MENTORSHIP PROGRAMS
A Supervisory Model for Transformative Student Staff Development



Lydia L. Middleton
 Assistant Director
 Office of New Student Programs
 University of Michigan, Ann Arbor
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 lmiddlet@umich.edu

SESSION OVERVIEW AND OUTCOMES

- o **Learn** one sustainable model that promotes mentorship program success
- o **Promote** intentional programming for any type of institution-based mentoring
- o **Hear** ways to empower student staff through:
 - Leadership
 - Collaboration
 - Articulating strengths
 - Promoting intellectual curiosity and creativity
- o **Find** strategies to allow busy administrators of small or large programs to sleep well (or better).

UM MENTORSHIP PROGRAM DEVELOPMENT OBJECTIVES

- **Establish** clear learning outcomes, particularly for cross-disciplinary programs
- **Define and frame** programming for student staff.
- **Balance** independent work and supervisor directives
- **Work effectively** with faculty and staff mentors
- **Incorporate** feedback and student staff perspectives
- **Other goals:**
 - Design a workable structure for executing programs and activities
 - Create effective training modules for mentors and staff
 - Ensure accountability within student-student and student-supervisor relationships
- **Debunk** "that's how it's always been done"-ism. Learn to make strategic changes over time even with limitations.

UM MENTORSHIP PROGRAM CHALLENGES

- **Voluntary program:** ensuring student and faculty/staff participant buy-in
- **Large program:** students disconnected from staff and other mentoring groups
- **Success of program reliant** on student self-accountability
- **Cross-disciplinary program:** students from all academic/extracurricular interests are involved: programs must have wide appeal and meet prescribed goals
- **Relay important information to diverse student learners** without engaging some students and alienating (or boring to tears) others.



THEORETICAL FRAMEWORK FOR STUDENT STAFF DEVELOPMENT

- **Baxter-Magdola: Learning Partnerships (2004)**
 - Assists in conceptualizing interpersonal relationships
 - Allows students to respond to facilitation challenges
 - Promotes use of personal life contexts to offer insights
 - Self-authorship is promoted through responsibility for others
- **Chickering: Seven Vectors (1969)**
 - Assists in developing multiple and simultaneous competencies
 - Assists students in finding a sense of purpose at work
 - Students identify individual and group values
 - Promotes effective leadership
- **Reviewing existing and prior program structures and assessments**
- **Sidestep the tyranny of theory:** support your own discoveries with existing practices over time.



THE UNIVERSITY OF MICHIGAN MENTORSHIP MODEL

- **Program goals and structure**
 - Student-led, tiered mentor groups
 - Integration of faculty and staff in program development
- **Interpreting staff roles and responsibilities**
- **Student staff/mentor incentives and recognition**
- **Effective** recruitment, selection, training, marketing and promotion plans for mentors and hired student staff
 - Defining effectiveness
 - Recordkeeping
 - Effective use of feedback
- **Flexibility** has a big payoff.



LEARNING OUTCOMES FOR MENTORSHIP STUDENT STAFF

- As a result of employment in ONSP as Communication Coordinators, students will be able to:
 - **Appreciate** other individuals' styles and preferences through working with faculty, students, and staff participating in Mentorship
 - **Describe** their individual strengths based on the self-assessment model and evaluations from one-on-one meetings with their supervisor
 - **Demonstrate** admirable role-modeling behaviors during interactions with faculty, students, and staff participating in Mentorship
 - **Communicate** with faculty, students, and staff through in person, email, and phone interactions in a professional and effective manner
 - **Identify** mentees' needs, create learning outcomes for an event based on these needs, plan the event, then use evaluations to assess if the learning outcomes based on the needs of the mentees were met
 - **Illustrate** collaboration with their Work Group by arranging Mentorship events through short and long-term planning
 - **Facilitate** group and one-on-one meetings with Peer Mentors who in turn will provide support, direction, and resources to Mentorship participants
 - **List** transferable skills they have learned through their experience with Mentorship to refer to when striving to be successful in other work environments



THE UNIVERSITY OF MICHIGAN MENTORSHIP MODEL

- **Supervisory model Part I: Promoting staff autonomy and accountability**
 - *Supervisor-employee one-on-ones (monthly)*
 - **Student staff Work Group supervision**
 - **Reporting Mentor Group progress**
 - *All-staff meetings (monthly)*
 - Goals, deadlines and timelines
 - Event proposal workshopping
 - **Student accountability in program planning**
 - Space for feedback, dialogue and questions
 - Staff development
 - Sharing Mentor group successes and next steps
 - Appreciation



THE UNIVERSITY OF MICHIGAN MENTORSHIP MODEL: MEETING THE CHALLENGES

- **Supervisory model Part II: Helping staff attain individual and group goals**
 - *Supervisor's weekly announcements/digests*
 - Articulating requirements and responsibilities
 - Visible deadlines and tasks
 - Transparency of purpose
 - *Chart staff progress collaboratively and reflectively*
 - Self-assessments through **Strengths Quest** activities
 - Professional development workshops
 - Unscheduled supervisor/staff check-ins
 - *Conduct individual staff review*
 - Articulate individual and mentor group successes
 - Analyze group effectiveness
 - Solicit feedback
 - Recognition



WHY STRENGTHS QUEST*?

- **Background**
 - Founders and philosophy
 - Implications for higher education
 - Based firmly in student development theory
 - Moves away from traditional deficit model to promote student success
 - Encourages self-reflection, goal setting
- **Benefits for supervisors**
 - Students identify and articulate talents and strengths
 - Strength areas promote dialogue and focus
 - SQ assists in academic and professional development
 - SQ prepares students to lead and facilitate
 - Overall, SQ makes supervisor-student dialogue better. Faster. Stronger.

*Strengths Quest © 2008 Gallup, Inc.

THE UNIVERSITY OF MICHIGAN MENTORSHIP MODEL

- **Student staff model Part I: Program Management**
 - *Spring and fall training highlights*
 - Program familiarization
 - Shadowing
 - **Rules, responsibilities and requirements/ contract**
 - Campus policies, scheduling processes, student rights
 - *Mentorship Event Planning*
 - Goal setting
 - Timelines and task lists
 - Communication to participants
 - Creating post-event evaluations and reporting
 - **Group leadership and membership requirements**

THE UNIVERSITY OF MICHIGAN MENTORSHIP MODEL

- **Student staff model II: Mentor support**
 - Communication and supervision
 - Mentorship Peer Core Group Facilitation
 - **Group record sheets**
 - **Peer core agendas**
 - Faculty/staff mentor agendas
 - Coaching attributes and communication
 - Reporting

MENTORSHIP PROGRAMMING AND ACTIVITIES OVERVIEW AND TEMPLATES

- Programming timetable
- Document templates overview
 - **For student staff:**
 - Strengths Quest sample activity
 - Work Group Assignments
 - Event proposal guidelines (leadership/membership)
 - Team membership and leadership guidelines
 - **For Mentors:**
 - Peer core group meeting agenda
 - Peer Mentor 2008 training agenda
 - Group Record sheets



FUTURE GOALS

- Full program assessment and comparative study for participants and non-participants
- Revising learning outcomes to include goals for Mentor course and practicum
- Develop mentor course and practicum (projected: 2011)



IMPLICATIONS

- A **structured mentoring plan** paired with a working knowledge of student development theory achieves clarity of purpose, assists in articulating learning outcomes and impacts student buy-in and participation
- Using the **Strengths Quest Strengthsfinder*** paired with an intentional training model better prepares student staff for leadership, facilitation and overall academic and professional development
- **Clarity and communication of goals** and learning outcomes are critical for the success of mentoring relationships
- *The above contributes to a program's functionality, high staff performance and meets the needs of student participants.*

*Strengthsfinder© 2008 Gallup, Inc.



SHARING BEST PRACTICES

- Your name, institution and type of mentoring program (Cross-disciplinary | Advising Unit-sponsored | Connected to Orientation program | Connected to student organization?)
- Challenges and accomplishments
- Advice for newer programs or programs seeking restructuring, new directions or quick wins
- How do you utilize student staff and/or volunteers to accomplish your program goals?

QUESTION/ANSWER

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