

# The Nuts and Bolts of Peer Mentoring @ UNSW

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# Selling

# Overview

# Telling

# Indwelling

- **Selling** (Setting up and encouraging faculties to participate)
- **Telling** (Training students and building sustainable training)
- **Indwelling** (Developing the ongoing sustainability of programs)

# Selling: Setting up and encouraging faculties to participate

- Requires
  - Relationships
  - Time



















# Overview (Conference themes)

- How do you make a difference to the student experience which enhances their chance of success?
- How do you know it works? Does research inform practice?
- How collaborative are you?
- Do you know your students and what adjustments have you made to meet their needs?
- Is everyone in your institution working towards a common goal?

# Outline

- *What we're doing:* **Mentoring – review and updates on our existing programs**
- *Where we're going:* Evolution into leadership program
- *How we're getting there:* Points we've learnt regarding collaboration
- *Your thoughts:* Reflection/discussion time

# Peer Mentoring@UNSW

- Started 2001
- Now existing across 8 faculties
- Currently working on embedding more programs in Science, Engineering & FBE
- Peer Mentoring website
- Previous research informing practice

# Outline of Mentoring Program

- September/October – recruitment
- February – training
  - Establishing a starting point
  - Communication skills
  - Referral, ethics & self-care
  - Working in a group
- March – April – May – program runs
- May – evaluation
- Some programs repeat in Session 2 (for midyear intake)

# Research Informing Practice

- Glaser, N., Hall, R., & Halperin, S. (2006)

“Students Supporting Students: The Effects of Peer Mentoring on the Experience of First Year University Students”

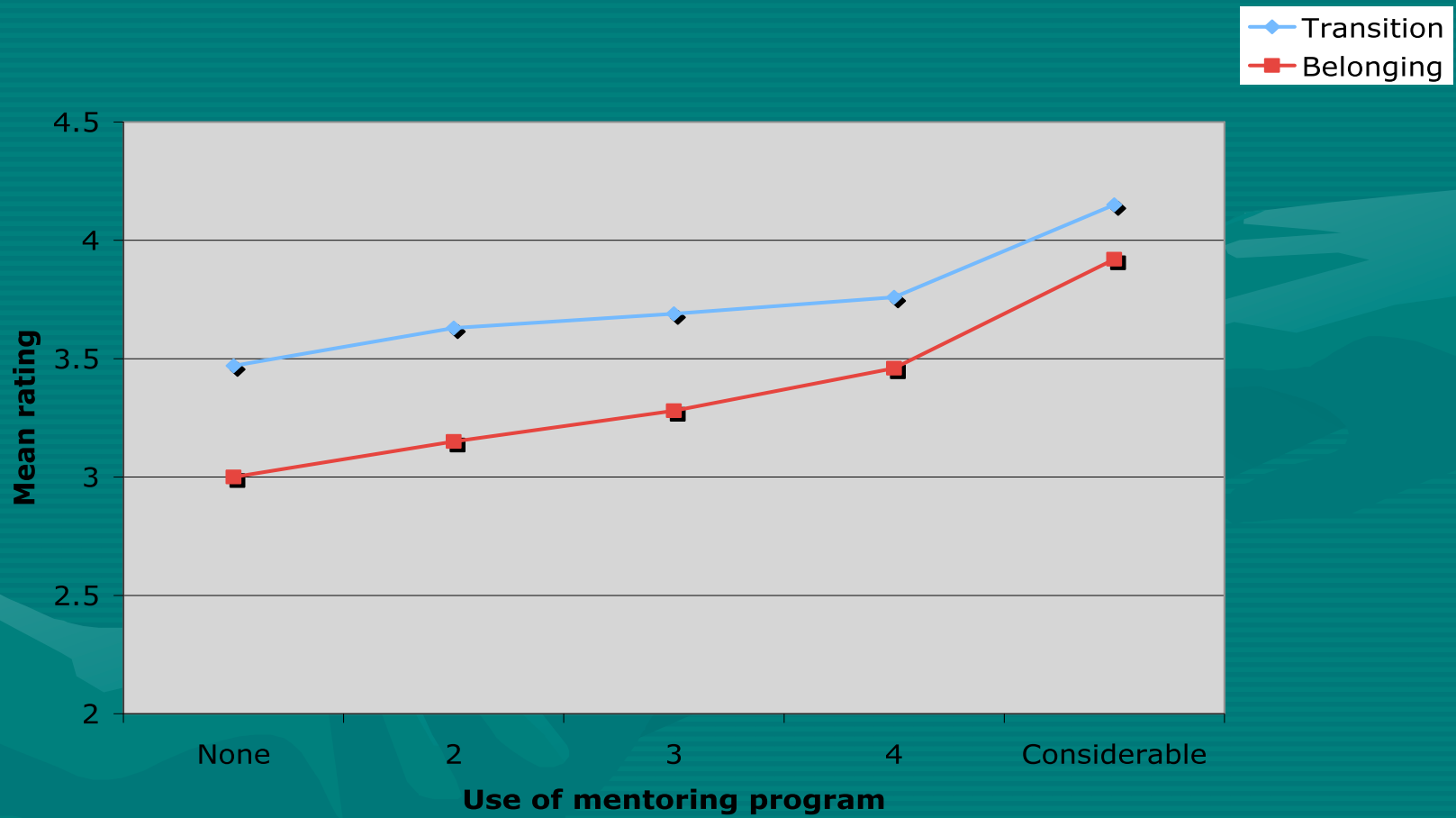
Journal of the Australia and New Zealand Student Services Association: Number 27, April 2006. pp4-17.

# Glaser, et al.

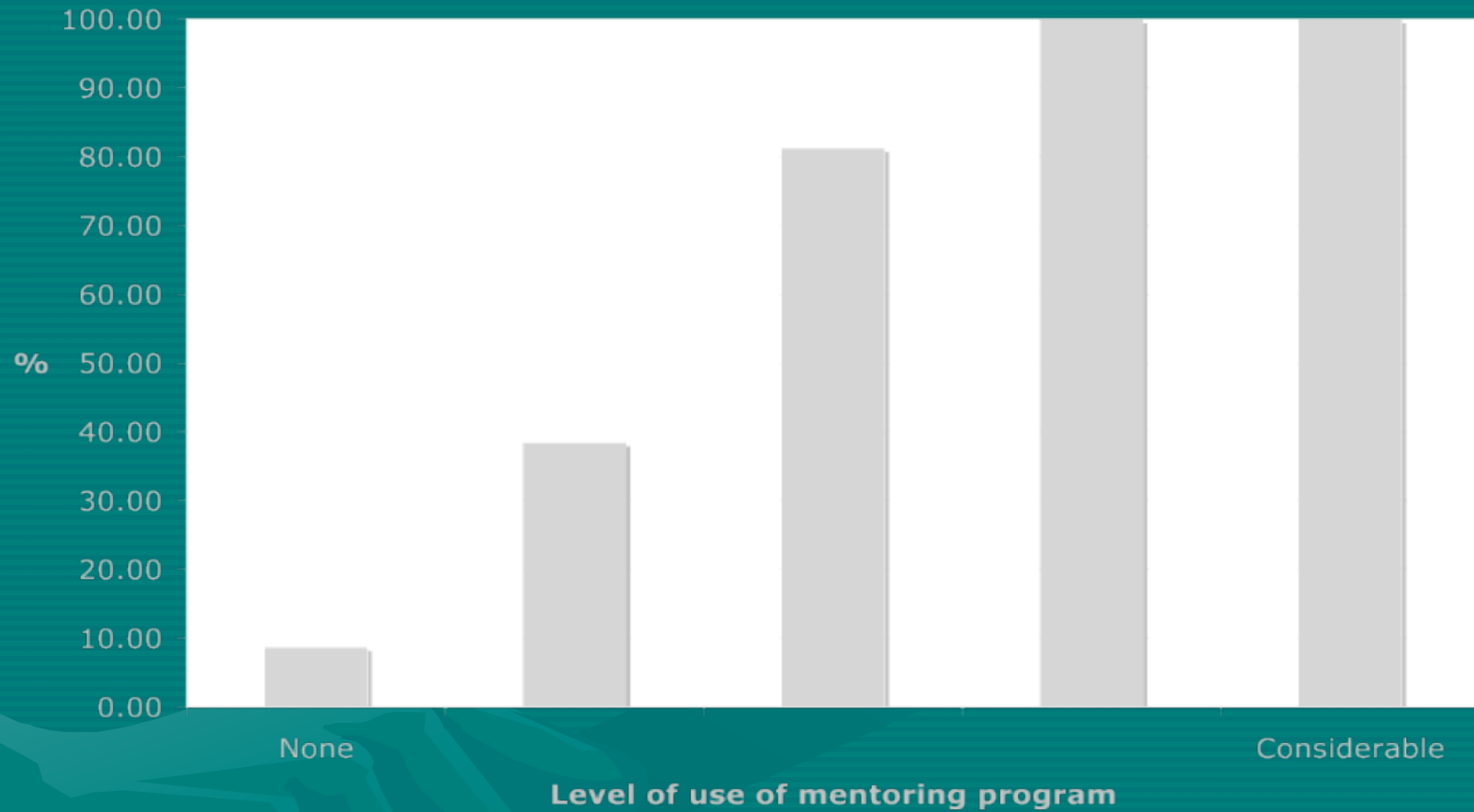
- Evaluation of 2004 UNSW mentoring programs
- 36% response (1200 students)
- Mentees who participated more frequently in the mentoring program were:
  - More likely to feel that they've made the transition to UNSW successfully
  - More likely to feel part of the university community



# Glaser, et al.



# Glaser, et al.



% of mentees reporting that the program had some impact on their decision to continue at university related to the use of the mentoring program

# Research informing practice

Healy, M. & Schofield, M. (2007).

“Adjustment to University for Local and International Students: Attachment relationships, problem coping style and cultural identity”

Presented at the 2nd European Conference on the First Year Experience, 9-11 May 2007, Gothenburg, Sweden.

# Healy & Schofield

Adjustment ***only statistically significant figures are quoted)		Mentored	Not mentored
	Overall adjustment	387.31	378.12
	Psychological adjustment	83.77	82.47
	Academic adjustment	136.17	132.55
	Social adjustment	102.40	98.54
	Institutional attachment	97.29	95.43
Grade Average		69.19	65.76

# Why Leadership Programme?

- Build community at UNSW
- Enhance Graduate Attributes
- Embed service provision (ie mentor training)

# Existing Programmes

- Faculty of Arts & Social Science
- Co-op Leadership Programme
- Australian Graduate School of Management
- Faculty of Commerce
- Student run organisations (eg Yellow Shirts)

# How is ours different?

- Shift from Positional Leaders to leadership efficacy in *any* student.
- Self leadership & self renewal
- Followers & Followership
- Group behaviour
- Organisational design
- Ethics & ethical communities
- Teamwork

# Pilot Programme

- Housed with Faculty of Built Environment
- To be piloted in session 2, 2008
- 6 uoc, 4hrs/wk (inc 1hr lecture and 3 hr tutorial)
- Assessment: reflective journal, participation, presentation, collaborative project (inc taking on leadership role).



The best leader is the one who can enable his followers to say, “We did this ourselves.”

Lao-tse (600 BC)

# Graduate Attributes

- The University of New South Wales will provide an environment that fosters in our students:
- the skills involved in scholarly enquiry
- an in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
- **the capacity for analytical and critical thinking and for creative problem-solving**
- the ability to engage in independent and reflective learning
- information literacy - the skills to appropriately locate, evaluate and use relevant information

# Graduate Attributes

- the capacity for enterprise, initiative and creativity
- an appreciation of, and respect for, diversity
- a capacity to contribute to, and work within, the international community
- the skills required for collaborative and multidisciplinary work
- an appreciation of, and a responsiveness to, change
- a respect for ethical practice and social responsibility
- the skills of effective communication.

# Contribution of Student Services towards common University goals

## Blueprint to Beyond: UNSW Strategic Intent

- Student Experience: Objective and Strategies
- 1. A learning and teaching environment that provides an **outstanding student experience**, with exposure to research, and a vibrant campus life.
- 2. International opportunities and perspective – the “**global citizen**”
- 3. A curriculum that produces graduates in **high demand** by leading employers and graduates who become **key decision makers** in Australia and the Asia-Pacific region
- 5. Appropriate financial, educational and **personal support**.

# Collaboration – faculty, community, student services

- Essential component of mentoring and leadership program development
- Requires work - meetings, follow ups, emails, etc.
- Relationship building
- Encouraging ownership
- Sustainability

# Relationship building

- Work hard
- Give appropriate resources: time and funding
- Networks & building rapport
- Meet with people in “their space” with “their needs” foremost
- Back up your information with research
- “Me too” phenomena

# Encouraging ownership

- Assist and “step alongside” initially
- Withdraw in due time
- Boundaries – flexibility, consistency & appropriateness

# Sustainability

- Embed in Faculty/organisation's events
- Become part of “student culture” and student clubs can then sustain it (e.g. Com/Law)
- Keep reminding and encouraging
- Foster and maintain relevant research
- Eventually “just what we do”



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