

From foundations to outcomes:  
Evaluating the effectiveness of central  
mentor training in a peer mentoring  
program in the Griffith School of  
Environment.

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# Session Overview

Our Roles

Mentoring Program and Training

Evaluation results

Facilitated group discussion

## First Year Advisor

- Established in 2006 in all UG programs
- Address first year student issues at the local level
- Initiate and oversee activities to support transition
- Griffith School of Environment Peer Mentoring Program
  - 1 mentor (volunteers) to 10 mentees matched by discipline
  - Supported by *A Guide to Mentoring and Mentor Handbook*

## Coordinator, Student Mentoring and Development

- Established in 2009 in response to *Mainstreaming Griffith Mentoring* project
- Centralised program to support and advance mentoring practice at Griffith
- Gathering and sharing resources, online program management database, central mentor training

# Central Mentor Training

- Generic training program
- Interactive session
- Collaborative learning approach with group discussion and sharing of knowledge

## Evaluation Findings

- Evaluations at time of training very positive
- Indicated satisfaction with training and belief that it had prepared them to undertake mentoring duties
- Focus group and survey evaluations at the conclusion of the program indicated some areas required further development

## Most useful aspects of the training

- Definition of the boundaries of the role of the Mentor
- Communication skills
- Cross-cultural awareness and strategies to assist international students
- Referral techniques and information on support services available to students
- Group facilitation, including conducting the first meeting and managing challenging behaviour, for example, dominant group members

## Areas for Improvement

- Strategies to maintain engagement and participation of mentees in the program
- Intergenerational interaction, particularly between a younger mentor and older mentee
- Promoting positive behaviours amongst students in the face of potential bullying or harassing behaviour



## Finally

- Central mentor training works!
- Evaluation is important
- Collaborative approaches (such as ours) enhance the efficacy of central mentor training
  - Collaborative research such as this matters!
- Need to disseminate our approach and our findings
  - A journal publication

# Thank you.

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## Instructions for Group discussion

- Break into 3 groups with each group addressing one of the following issues raised by our evaluation: (5-10 min discussion)
  - Strategies to maintain engagement and participation of mentees in the program?
  - Intergenerational interaction, particularly between and younger mentor and older mentee?
  - Promoting positive behaviours amongst students in the face of potential bullying or harassing behaviour?