Advisor-Advisor Peer Mentoring: How the “Magic” Works

Dr. Rajlakshmi (Raj) Ghosh & Ms. Lisa Froning
Vacca Office of Student Services
College of Education Health & Human Services
Kent State University

NEOAAC 2019
Evidence for Mentoring Magic
(Crisp, 2009; Jacobi, 1991)

Mentors
- Sharing information
- Coaching
- Identify the need for training
- Stimulate knowledge generation

Mentees
- Place of trust
- Build confidence
- Motivation
- Sense of Belonging

Relationship of Trust
Essence of Care
Advisor-Advisor Peer-Mentoring

• Less researched (Bozeman & Feeney, 2007)
  • K-12, College Students, Medical Students
  • Professionals: Teachers, Engineers, Nurses
  • Academic Advisors (Kreitler, 2006)
    • Advisor-Advisor Peer Mentoring (NACADA)
• Lack of operational definition (Jacobi, 1991)
  • Diverse ways of practicing peer-mentoring
Rationale for the Project

• Unexplored areas still remain (Bozeman & Feeney, 2007)
• Formal advisor-advisor peer mentoring
  • Temple University Advisor Mentoring Program (Faber, 2018)
  • NACADA Mentoring Program (Dreher & Juneau, 2012)
• Why not consider a project at our office…
  • Starting point: The Senior Advisor viewing mentoring as a way to give back to the advising community, New Advisor seizing the opportunity to learn
  • New advisor encouraged to identify Mentor at the end of training.
• LET THE MAGIC BEGIN!
Phases

1. Initiation Phase/Check-in
2. Establishing Rapport
3. Discuss Strengths & Weaknesses
4. Develop Future Goals & Objectives
5. Define Action Plans
6. Reflect on Action

Setting
- Public University Candidates
- A first-year advisor and senior advisor

Overall Timeline
- < 2 years
THEORETICAL FRAMEWORK

APPRECIATIVE INQUIRY
Bloom, Hutson & Ye (2008)

A. DISARM
1. Initiation Phase/Check-in

B. DISCOVER
2. Establishing Rapport
3. Discuss Strengths & Weaknesses

C. DREAM
4. Develop Future Goals & Objectives

D. DESIGN
5. Define Action Plans

E. DELIVER
6. Reflect on Action

F. DON’T SETTLE
• Reflection on practice
  • Journaling
  • Identify Recommendations
    • Self and Peer

DON’T SETTLE

• Advise students
  • Transactional
    • Accurate
    • Comprehensive
    • Timely
  • Transformational
    • Sense of Purpose
    • Care
    • Holistic (Bigger Picture)

TRANSLATING TO PRACTICE

1. Initiation Phase/Check-in
2. Establishing Rapport
3. Discuss Strengths & Weaknesses
4. Develop Future Goals & Objectives
5. Define Action Plans
6. Reflect on Action

DISARM

• Identify Mentor in Training
  • “Getting-to-know-you Lunches”
  • Off-campus
  • Start with a “How have you been”?
• Advisor-advisee rapport
  • Confidence
  • Care
  • Trust

DELIVER

• Identify
  • Areas of training
  • PD opportunities

DREAM

• Share long term and short term goals with Mentor
• Explore opportunities
  • What can you/I do next?
Reflective Analysis of Project Outcomes

**Mentor**
- Wanted this to be PURPOSEFUL
  - Identify areas of training, PD
  - Bring out the best in the new advisor
  - Give back to the advising community

**Mentee**
- Informed advising practices
  - “Safe space” to explore the new and the unknown
  - Feel connected to the team
  - Confidence and Motivation

**Benefits to Students**
- Transactional (learning advising appointment curriculum)
- Accurate and comprehensive advising
- Timely advising
- Confidence in exploring multiple options
- Transformational
  - Healthy advisor-advisee relationship
  - Shift toward Transformational advising
  - Holistic
  - MENTEE becomes MENTOR

**Trickle-down effect:**
Learning from each other
### Success Stories and Limitations

#### Applications

- **Scenario 1** – Mentee was able to evaluate whether student would benefit from Academic Forgiveness.
- **Scenario 2** – Mentee was able to move to a student-directed style of learning.
- **Scenario 3** – Mentor was able to identify changes to new advisor training.

#### Limitations

- Time as a limiting factor
- Advising styles different
- Change in Roles
  - Mentor should not be direct supervisor of Mentee (objectiveness)
Future Implications

• New advisors are just like our students – Look forward to opportunities where they can learn.

• Senior Advisors have the option to create a platform to support new advisors to bring their best!
  • Share information
  • Shift: Transactional to Transformational

• It’s a two-way street
  • NACADA Peer-Mentoring Project
References


