Appreciative Career Peer Mentorship: From Professional Development to Impacting the Student Experience

Office of Appreciative Education
January 19, 2023

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Vladimir Miskovic - Co-op Peer Mentor, University of Cincinnati

About the Presenters

Critical Guiding Questions

1. How is the Appreciative Advising framework **applied** to Career (Co-op) Peer Mentorship?

2. How can Co-op Peer Mentors utilize the phases to make a generative impact on the **student experience?**

3. What **skills and knowledge** do Peer Mentors gain from exposure to the framework?

Session Overview

I. Context for University of Cincinnati Co-op and Peer Mentor Program

II. Defining Appreciative Mentorship

III. Applying the Appreciative Advising Framework to Supporting the Co-op Student Experience

IV. Closing and Reflection

University of Cincinnati & Co-op

- Research intensive, public, urban university of **36,000+** undergraduate students

- **#1 public** university for **co-ops** and internships (US News & World Report)

- **Mandatory Co-op program** within College of Engineering & College of Design, Architecture, Art, & Planning

- Expanding **Co-op 2.0** to College of Arts and Sciences

- On-campus Co-op initiatives

UC On-Campus Co-op: Peer Mentor Program

- **Pilot** created in spring 2021 with 2 peer mentors

- **Program Goal**:
  - Foster student sense of belonging and connectedness
  - Close preparation gaps within a mandatory cooperative education program

- *COOP 3031: Professional Development Peer Education Experience*
  - Topic: Appreciative Mentorship
  - 1-credit, bi-weekly course

Date	Topic	Assignments Due
Week 1 Class meets Aug. 23	Creating a Learning Community & Introduction of Appreciative Education/Mentorship	
Week 2		
Week 3 Class meets Sept. 6	Disarming Students: Building Rapport & an Inclusive Community	
Week 4		
Week 5 Class meets Sept. 20	Discovering Our Own & Mentees' Stories: Active Listening and Purposeful Questioning	**Due 9/19 at 11:59 pm:** Discovering Your Supervisor's Experiences and Mentorship Philosophies
Week 6		
Week 7 Class meets Oct. 4	Dreaming: Cultural Implications of Visioning & Parallel Plans	
Week 8		
Week 9 Class meets Oct. 18	Designing: Giving and Receiving Feedback	**Due 10/17 at 11:59 pm:** Developing as a Peer Educator: Midsemester Reflection
Week 10		
Week 11 Class meets Nov. 1	Delivering Plans: Motivating and Energizing while Anticipating Obstacles	
Week 12		
Week 13 Class meets Nov. 15	Don't Settle: Raising the Bar	
Week 14		
Week 15	Appreciative Education in Action: Your Mentorship Framework	**Due 11/28 at 11:59 pm to Canvas** Appreciative Mentorship Conceptual Framework: End-of-Semester Project

UC On-Campus Co-op: Peer Mentor Program

Peer Mentor data was collected during the last 2 weeks of the fall 2021 via a Microsoft Office Form (n = 85):

Students were asked to respond to the following statements and rate their level of which they agree/disagree.

- **100%** strongly agreed/agreed my peer mentor was **approachable and welcoming**

- **100%** strongly agreed/agreed my peer mentor shares **helpful insight on the co-op student experience**

- **100%** strongly agreed/agreed my peer mentor **provided useful feedback** on application material(s), assignments, and/or co-op/career goals.

- **100%** strongly agreed/agreed my peer mentor **cared that I made progress** and learned new things.

- **100%** strongly agreed/agree my peer mentor was knowledgeable about **campus and co-op resources**

Appreciative Mentoring

Co-op Peer Mentor Position Description

The CEAS & IT Peer Mentor position provides support for co-op faculty and students in the CEAS & IT cluster of co-op programs. This position will be part of a collaborative faculty/student team which works to advise students in all aspects of the cooperative education program. (5-10 hours per week)

Mentorship and Leadership

- Serve as a mentor to a class of first-year co-op students
- Provide student feedback and support through multiple mediums
- Outreach to students who miss class
- Serve as a liaison between faculty and students
- Provide 1:1 resume and cover letter support
- Facilitate student mock interviews
- Develop engaging and relevant lesson plan/ workshop content; create written and digital career education resources
- As needed, present to student groups, organizations, and classes on such topics as Division programs and services, resume writing, interviewing strategies, etc.

Communications & Administration

- Prepare resources for reflection meetings
- Organize group and individual co-op reflection and job change meetings
- Communicate meeting deadlines and scheduling processes to students in assigned programs
- Coordinate job search electronic communications to students

Special Projects & Other Responsibilities

- Develop/support career-related projects within the various functional areas of the CEAS & IT co-op program, based on interest and skills
- Collaborate with other student organizations to deliver workshops and first-look tours
- Other duties as assigned

Appreciative Mentoring

What Is Appreciative Mentoring?

Appreciative Mentoring involves the application of the Appreciative Advising Theory-to-Practice Framework to the mentoring relationship, which is a co-created collaboration between mentor and mentee. Although mentoring is designed with a focus on developing the mentee, **through the mentoring relationship, both mentor and mentee reciprocally learn and grow from one another.**

Appreciative Advising is theoretically rooted in Appreciative Inquiry and Positive Psychology, among other theories and is defined as:

 "the intentional collaborative practice of asking generative, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials" (Bloom et al., n.d.).

Propst Cuevas, A., Kelly, A., Winfield, J., & Hursh, B., Appreciative Mentorship Webinar, 2021.

Appreciative Mentoring

Appreciative Advising Framework: Adapting for Appreciative Mentorship

Disarm

Peer Mentor makes a positive first impression with mentees, builds rapport, and creates a safe and welcoming space.

Discover

Ask generative, open-ended questions that help learn about mentees' strengths, skills, and abilities.

Dream

Inquire about mentees' hopes and dreams for their futures, and then assist them in developing their life and career goals.

Appreciative Mentoring

Appreciative Advising Framework

Design — Mentees and Peer Mentors co-create a plan for making students' dreams a reality.

Deliver — Mentees deliver on the plan co-created during the Design phase. Peer Mentors are available to encourage and support them, believing in them every step of the way, and helping them update and refine their dreams as they go.

Don't Settle — Mentees and Peer Mentors set a high internal bars of expectations.

Appreciative Mentoring

Disarm

Recognizing the importance of first impressions, create a safe, welcoming environment for mentees.

How are you?!

Inclusive verbals, such as pronouns, calling by name, etc.

Sharing experiences when helpful
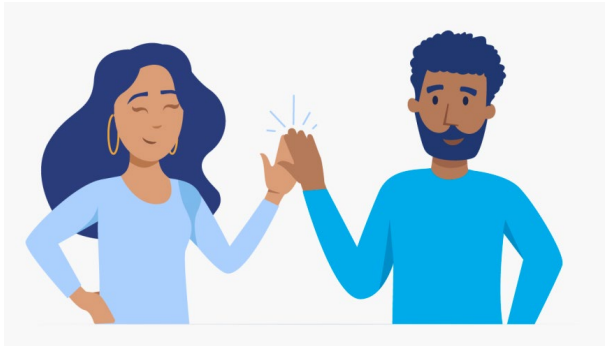
Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

Disarm Questions in Co-Op Reflection Meetings

Co-Op Reflection Meeting Goals:
- Debrief students' co-op experience
- Understand what they learned
- Define goals for the next co-op semester

Application to Appreciative Advising:
- Establish a welcoming, positive environment in which the interaction between students, Peer Mentor, and faculty can be maximized

Example Disarm questions used during Introductions:
- What is the best thing that has happened to you this semester?
- If you could have a conversation with any person from history, who would it be, and what would you ask them?
- What is something kind you did or you witnessed someone do recently?

Appreciative Mentoring

Discover

Utilize generative, open-ended questions to draw out what mentees enjoy doing, their strengths, and their passions. Listen to each answer carefully before asking the next positive question.

OARS: Open-Ended, Affirms, Reflective, and Summaries

Attentive behavior & active listening
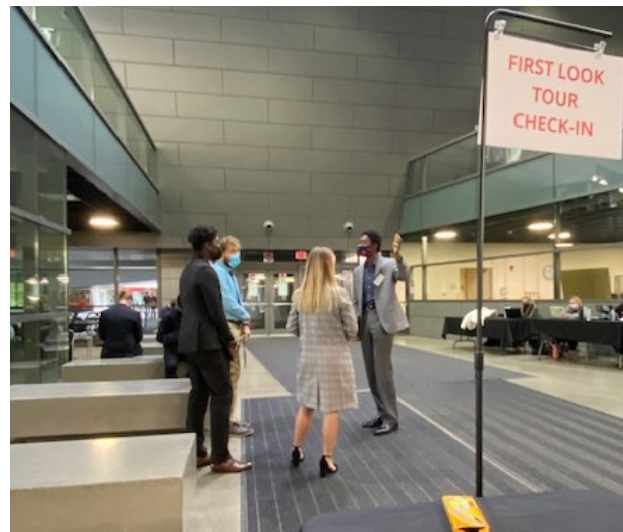
Strength-based Story Reconstruction

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

Discover Questions in "Interview Skill Builder"

PD 1011: Introduction to Co-op - "Interview Skill Builder" goal:
- Build community with peers at the beginning of class
- Expose students to interview questions commonly asked by the co-op employers

Application to Appreciative Advising:
- Learn about the students' experiences
- Identify ways to best assist them in the co-op search

Example Discover questions:
- Tell me about yourself.
- What has been your most impactful experience to date? Why?
- How do you work best?
- What pressing social issues are you or do you want to tackle using your education, skills, and experiences? Why?

Appreciative Mentoring

Dream

Help mentees formulate a vision of what they might become, and then assist them in developing their goals.

Creating Powerful Images

Framework for Dreaming

Make Purposeful Connections between the Discover and Dream Phases
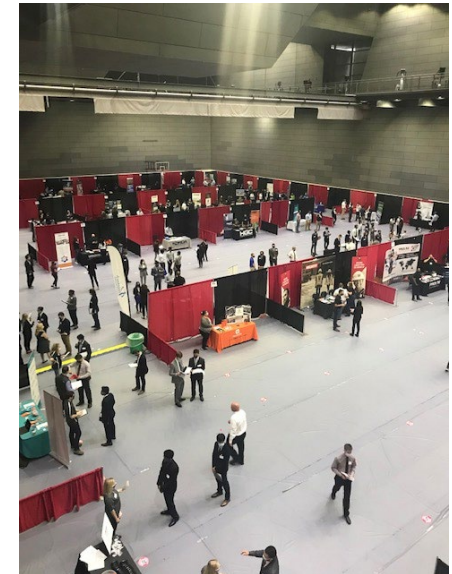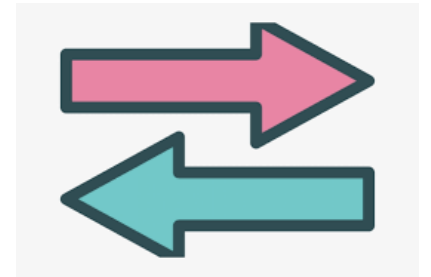

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Developing as a Peer Educator: Midsemester Reflection

The purpose of this reflection assignment is to conduct an informal interview with a mentee to apply the Disarm, Discover, and Dream Appreciative Education phases.

Before you conduct your informal interview, prepare the following:
1) Identify a time/place with your mentee that is conducive to the key features of the Disarm phase;
2) Develop Discover questions (recommend 5-7) to understand your mentee's story, lived experiences, and background; and
3) Develop Dream questions (recommend 2-3) to envision what their ideals and hopes are for their time in school and beyond, dreams and passions, and how you can best support them in their pursuits.

After you meet, write a 500-750 word minimum reflection on the experience.
- Describe the mentee you met. Why did you decide to interview them? What was your relationship like prior to the interview? How did you reach out to conduct the interview?
- How did you Disarm your mentee prior to/at the beginning of the interview? What was Disarming about the environment where you conducted the interview? What non-verbals, verbals, and key features from the Disarm phase did you implement?
- What Discover and Dream questions did you create to ask your mentee? Why/how did you create these questions? What did learn about your mentee by asking them?
- Reflect on the experience interviewing your mentee. What did you learn about yourself as a mentor and leader through the interview? How will you use the Appreciative Education phases in future interactions and meetings with your mentees? How can you apply these principles to your career goals and future aspirations?
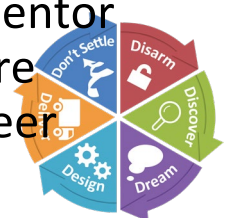
Dream Questions in Midsemester Reflection

Midsemester Reflection takeaways & application to Appreciative Advising:

- Help the students see all the available options for their career
- Assist students in identifying opportunities that maximize their experience and interests

Example Dream Questions:

- If you could have any job in the world, what would it be?
- What would be your ideal work environment?
- What are some goals that you would like to accomplish while at UC?

Design Key Features

Help mentees devise and co-create concrete incremental, and achievable goals.

Teach Mentees to Make Decisions

Be Aware of The Curse of Knowledge

Give Positive Feedback and Encouragement

Making Effective Referrals

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

Design Questions in Parallel Planning
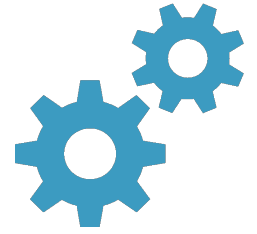
Parallel Planning & application to Appreciative Advising:

- Assist students in achieving their dreams by helping them design multiple paths leading to their success

Example Design questions:

- What can you do while still in the US to help find a future job opportunity in __?
- How can you best prepare for life abroad?
- What are some resources at UC that you can utilize that would help you reach your goal?

Deliver

The mentee follows through on their plans. Their mentor is there for them when they stumble, believing in them every step of the way and helping them continue to update and refine their dreams as they go.

Motivate and Energize Mentees to be their Best

End the Conversation Well

Follow-up

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

Deliver Questions in providing Appreciative Feedback and Follow-up

Goals of strength-based feedback and application to Appreciative Advising:

- Motivate and encourage the students to perform to their expectations by providing strength-based feedback on a student's resume, rather than criticism.

Example Deliver questions:

- The experience you gained from your part-time job and involvement on campus is impressive! When talking to an employer, how can you best connect the transferable skills you acquired to the skills desired for a typical engineering co-op position?
- I have no doubt that you will do great interacting with the employers! What are some 'career fair day' strategies you can utilize to ensure that you are putting your 'best foot forward'?

Don't Settle

The peer mentor challenges the mentee to proactively raise the mentee's internal bar of self- expectations.

Support and Challenge
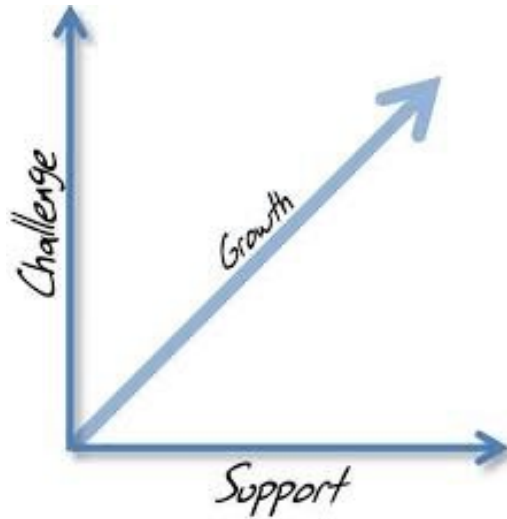
Virtuous Cycle

Raising the Bar
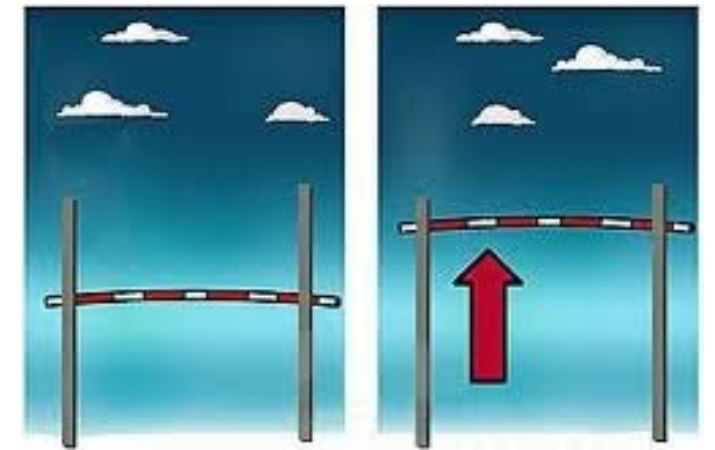
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Appreciative Mentoring: Putting it into Action

Tyler's Mentorship Goals
My approach to appreciative mentorship

bensontr · 2mo

Background

Tyler Benson

My name is Tyler Benson and I am currently an undergraduate student studying Political Science and Law and Society at the University of Cincinnati in Cincinnati, Ohio. I was born and raised in Brunswick, Ohio (*a suburb of Cleveland, Ohio*). I love everything to do with government, politics, and social justice issues. Upon completion of my Bachelor degrees in the spring, I plan to continue my education at the University of Cincinnati College of Law!

Peer Facilitator Coordinator

University of CINCINNATI
LEARNING COMMONS

Disarm

Defining Disarm

I define Disarm as creating an environment that is safe, empathetic, and welcoming. When I focus on Disarm, I want my mentees to feel valued and acknowledged.

Top 3 Disarm Questions

1. What's one thing that has gone well for you this week?
2. What are you looking forward to this weekend?
3. Have you been to any nice coffee shops lately that I should try out?

Showing Disarm in Action

forms.office.com ft Forms
Microsoft Forms

1. Make eye contact and smile.
2. Be on the same level.
3. Choose a peaceful location if possible.

Discover

Defining Discover

I define Discover as asking intentional questions to learn more about your mentee (background, interests, wants, etc.). When I focus on Discover, I want my mentee to know I care about them as a person beyond their role.

Top 3 Discover Questions

1. Tell me about why you chose to attend the University of Cincinnati?
2. What do you do to relax and step away from school and work responsibilities?
3. What accomplishments are you most proud of?

My Profile

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Microsoft Forms

I created a Microsoft Form that asks my mentees five questions about their life. I ask about decisions they have made and why, what they like to do outside

Dream

Defining Dream

I define Dream as turning Discover interests and wants into passions and desires. When I focus on Dream, I want to learn what my mentee is working towards and why.

Top 3 Dream Questions

1. Where do you want to be in ten years?
2. What is the most important thing you work to accomplish in your life?
3. How do you want people you interact with to remember you?

Daring Dreams Worksheet

DARING DREAMS DELIVERED WORKSHEET*

Design

Defining Design

I define Design as setting a plan to turn dreams into reality. When I focus on Design, I want my mentees to know the proper resources to help them make strong decisions.

Top 3 Design Questions

1. Who is going to support you and hold you accountable for this goal?
2. How have you already created a foundation to achieve this goal?
3. What barriers do you expect to face when working towards this goal?

Personal Board of Directors Worksheet

YOUR PERSONAL **BOARD OF DIRECTORS**

PDF

Reflection on a mentee's personal support network.

I used this Personal Board of Directors worksheet with my

Deliver

Defining Deliver

I define Deliver as following through with your action plan. When I focus on Deliver, I want to get progress reports from my mentee and help them with any hurdles.

Top 3 Deliver Questions

1. What steps have you taken to get closer to your goal?
2. What hurdles have you overcome since working towards your goal?
3. What is still preventing you from reaching your goal?

Mid-Semester Progress Report

forms.office.com ft Forms
Microsoft Forms

I created a Microsoft Form that asks my mentees seven questions about the status of attaining their goals. I ask about their progress, obstacles they have encountered, if they are satisfied by where they are at, and what support their

Don't Settle

Defining Don't Settle

I define Don't Settle as altering end goal to have an even great reward. When I focus on Don't Settle, I want my mentee to surpass their own expectations.

Top 3 Don't Settle Questions

1. What would happen if you put maximum effort to achieve this goal?
2. What can you do differently w your next goal to make the end result even better?
3. Tell me about a time you overcame a barrier that you thought would stop you entirely.

Leadership Reflection Worksheet

Don't Settle Questions in Assisting Students in Keeping Their Expectations High While Experiencing Difficulties

Goals and application to Appreciative Advising:

- Provide students with guidance when they experience difficulties in keeping their internal expectations bar high.

Example Don't Settle questions:

- How are you? I observed that you have not been attending the class recently and would like to know if there is anything we can do to better assist!

- I noticed that your last assignment submission is missing. Please let me know if you need a bit more time to complete it. You are always welcome to schedule a meeting with us or send a question via email!

PD1011 Follow-up (9/2 class)

Miskovic, Vladimir (miskovvr)

Sunday, September 5, 2021 at 5:13 PM

To: ▉▉▉▉▉▉   Cc: ✓ Kelly, Annie (kelly2ac) ⌄

Hi ▉

How are you?

I have noticed that we have not received your attendance verification form after our PD1011 class on Wednesday, 9/2. Therefore, I just wanted to follow up with you and see if you have any questions regarding writing your first resume, which was the main topic of the previous class!

The material used in class and more useful information on resume writing is now available under the "Resume Overview" tab on Canvas. We also gave a brief overview on how to use the VMOC software to receive some initial feedback on your resume (detailed procedure available under the assignment tab on Canvas). As this is a part of the assignment due before the class on 9/8, please let me know if you have any questions!

Best regards/Saludos/Mit freundlichen Grüßen/Meilleures salutations/此致

Vladimir Miskovic
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Ambassador | College of Engineering & Applied Science
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Appreciative Mentoring

Questions?

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