

Sponsored by CETL  
September 24, 2015

# Effective Strategies for Mentoring & Supervising Students

---

# Meet Your Panel

- **Jen Bird** – Director of FYE – 14+yrs
- **Tammy Fanning** – Associate Dean of Students – 20+ years
- **Jean Rutherford** – University Program Associate  
FYE/Career - \_\_\_\_\_ yrs
- **Allison Garver** – Associate Director of YU - \_\_\_\_yrs
- **Eleni Pinnow** – Associate Professor of Psychology -  
\_\_\_\_\_yrs

# Get to know each other and define the relationship

- Teambuilding/icebreakers – doesn't always have to be games – find your style
- What is the purpose of the relationship? Supervisory or Mentoring or both? What does that mean for each of you?
- What interests them? What motivates them?
- What are your common interests?
- What is your style of supervision/mentoring?
- **TIP:** Let your guard down a little – they need to know about you a little as well

# Panel Question #1

- What is an example of a time you successfully defined and built a supervisory or mentor relationship with a student(s)?
- Any examples of a time this went wrong and what you learned?

# Give them the tools they need to be successful

- What are the **learning outcomes** for your student you're working with?
- Make sure they **understand** mission/vision/goals, their role, and your expectations (see next slide)
  - Understand unit/program's organization, resources, and roles of people
- Continue to **build the relationship** and/or team...it's not one and done
- How do they like to be **supported** or given **feedback**?

# Is training or orientation needed?

- If applicable, have a training manual and/or technical training scheduled
- Keep it developmentally appropriate – and meet them where they are at
- Students supervising students can be sticky and different, how do I mentor/supervise a student supervisor?
  - Different training
  - Setting the environment that is successful for all involved
- **Tip:** make it a safe place/time to ask questions

## Panel Question #2

- What has been the value of incorporating components we just talked about?
  - Learning outcomes
  - Mission/vision/org charts
  - Training/orientation
- What is the biggest lesson you've learned about using these strategies? Or what is missing that you currently use?

# Setting Expectations

- WHY Expectations?
  - TRANSPARENCY, consistency and trust building
- **Tip:** Don't let your bias or fear hold them back - If you treat them like "just students" that's what you will get
- Cover expectations **both ways** – you of them/ them of you and the consequences if not followed through
- Have a contract that includes **integrity guidelines** or something similar – and outlines dismissal process (if applicable)



# What if things go wrong?

- Use an educational approach, set an action plan in place to correct the issue that you both can agree upon
- Documenting
  - Keeps things clear and consistent and makes an action plan more concrete
- Consider:
  - How will you handle extenuating circumstances?

# Consider having regular staff and/or 1:1 meetings

- **Because it's a time to:**

- communicate issues, concerns, successes and challenges
- develop personal and team goals
- provide positive feedback and constructive but effective feedback as well – 3:1 positive to negative
- ask for and take feedback from your students regularly (just make sure you use it when possible)
- **Tip:** Keep meeting notes – helps keep goals and timelines on track, even for 1:1's

## Panel Question #3

- How and why do you set expectations for your students?
- What lessons have you learned regarding setting expectations, accountability, and communication?

## Panel Question #4

- What are some challenges you've had with student employees? And how did you resolve them?
- What are some examples of successes you've had with student employees? What factors contributed to that success?



**Questions??**

# Contact Us!

- Jen Bird – [jbird2@uwsuper.edu](mailto:jbird2@uwsuper.edu), x8571
- Tammy Fanning – [tfanning@uwsuper.edu](mailto:tfanning@uwsuper.edu), x8243
- Jean Rutherford – [jrutherf@uwsuper.edu](mailto:jrutherf@uwsuper.edu), x8230/  
x8024
- Allison Garver – [agarver@uwsuper.edu](mailto:agarver@uwsuper.edu), x8444
- Eleni Pinnow – [epinnow@uwsuper.edu](mailto:epinnow@uwsuper.edu), x8312



**Thank You!**