

# *“The fruits of the spirit mixed with street smarts”*

Reflections on the first five years of a peer mentoring programme for first-year students on the Extended Degree Programme within the Faculty of Arts and Social Sciences.



Auxin  
23 April 2019  
Shona Lombard



UNIVERSITEIT  
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STELLENBOSCH  
UNIVERSITY

100  
1918 · 2018



# EDP( *extended degree programme*) mentor programme in FASS: 2015-2019

23 mentors (senior EDP students) – 115 first years



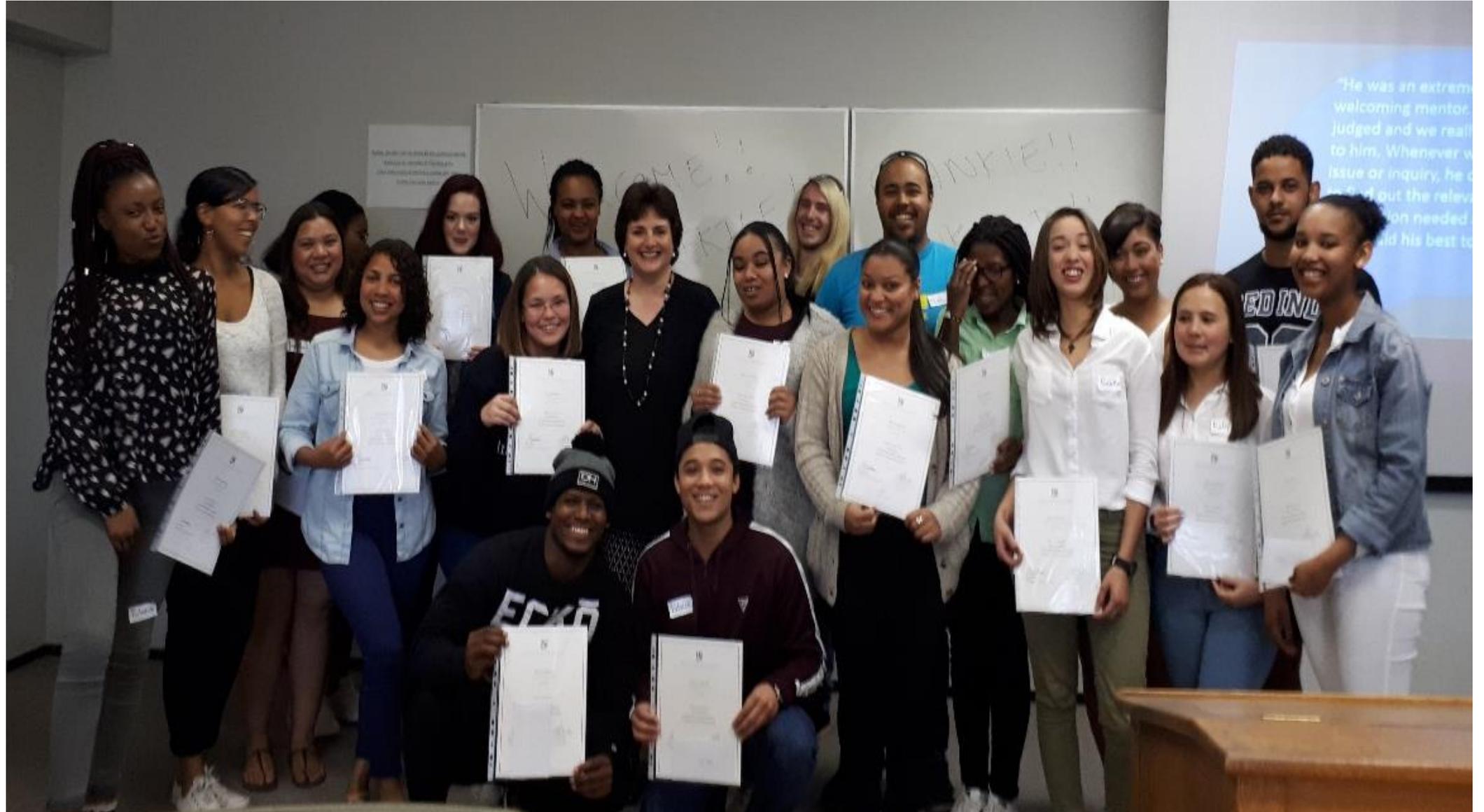
# Our story... <http://www.sun.ac.za/english/Lists/news/DispForm.aspx?ID=2546>

The screenshot shows a web browser window displaying a news article from Stellenbosch University. The browser's address bar shows the URL: [www.sun.ac.za/english/Lists/news/DispForm.aspx?ID=2546](http://www.sun.ac.za/english/Lists/news/DispForm.aspx?ID=2546). The page header includes the university's name in both Afrikaans and English, a search bar, and a language selector set to 'AFRIKAANS'. The main content area features a large group photograph of approximately 15 diverse students, some sitting on orange chairs and others standing. Below the photo, a dark banner contains the text: "Arts' student's initiative leads to mentor programme for EDP first-years". The Windows taskbar at the bottom shows the Start button, several application icons (Internet Explorer, YouTube, Office, Chrome, PowerPoint, PDF), and the system clock indicating 09:00 PM on 2015/10/15.

2016... 24 mentors, 5 super mentors, 9 subject facilitators ( 79 first years)



2017... 22 mentors, 5 super mentors (115 first years)



2018...27 mentors, 9 super mentors ( 115 first years)



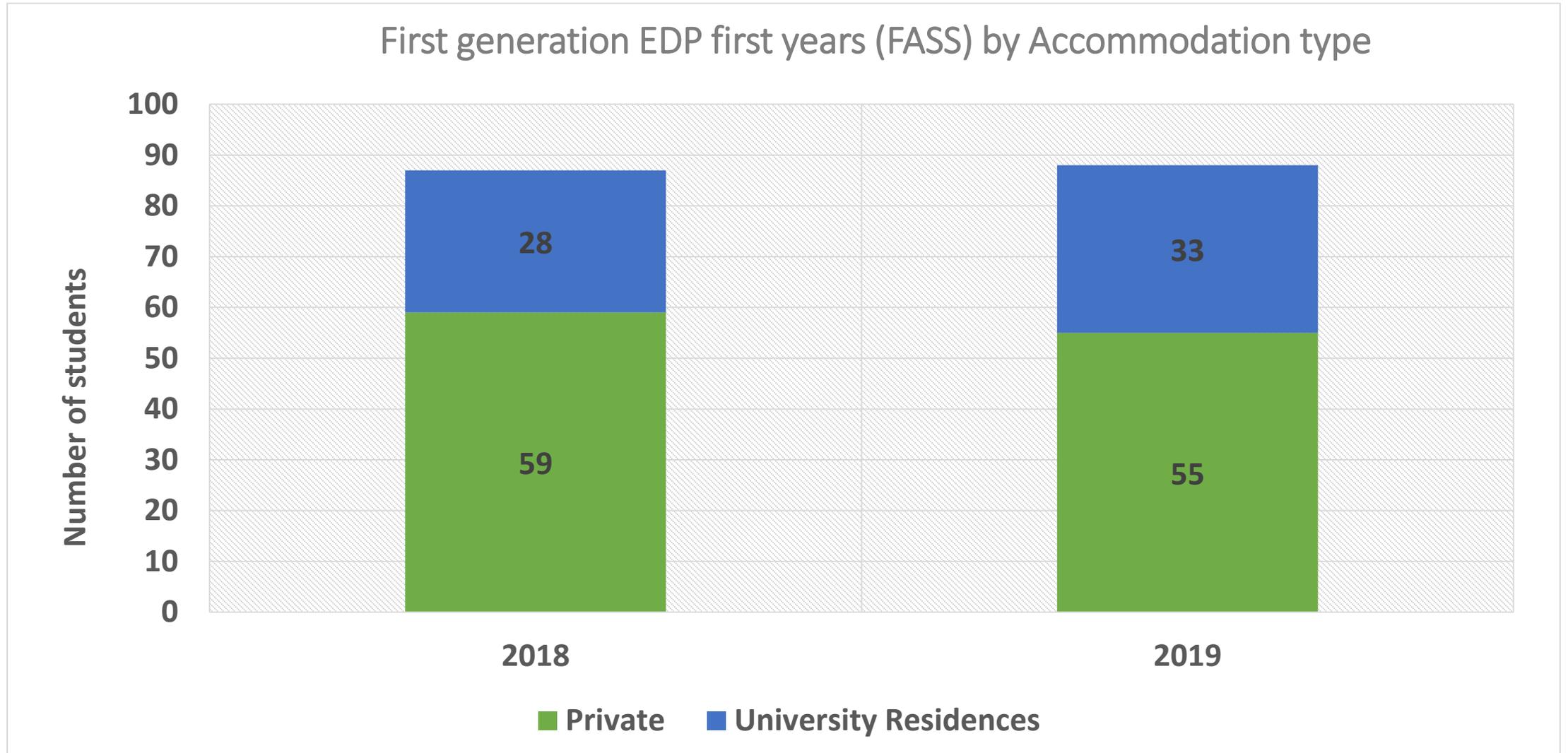
2019...25 mentors, 8 super mentors (111 first years)



**“We rise  
by  
lifting others”**

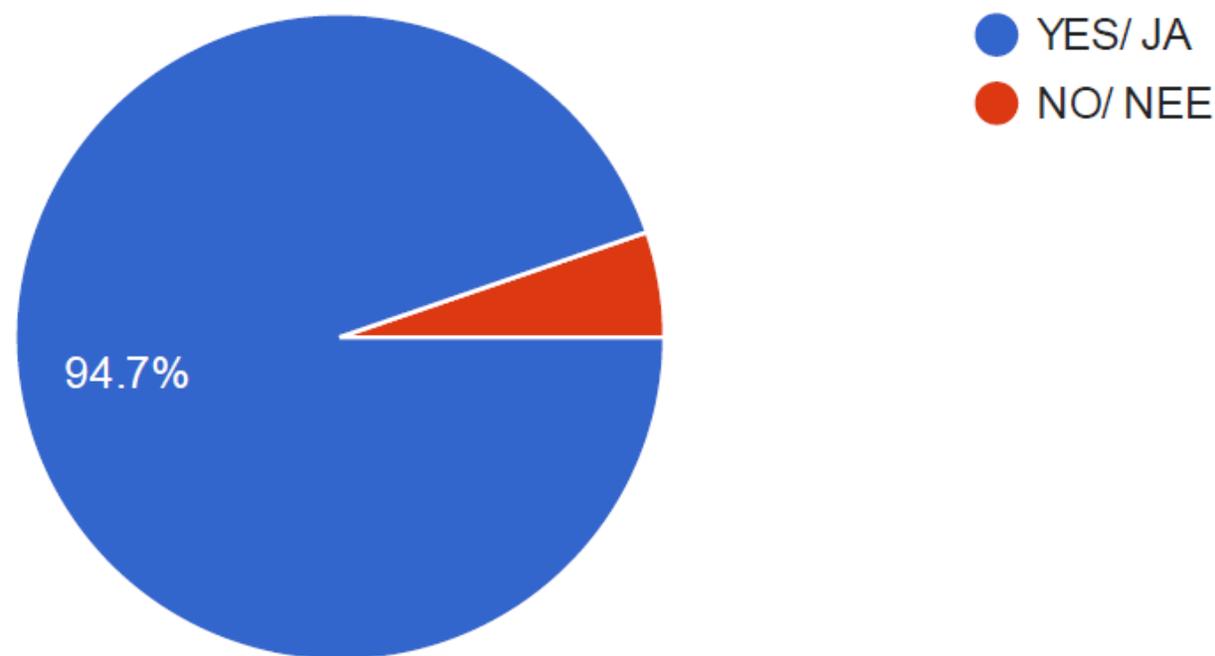
*— Robert Ingersoll*

# Why a specific EDP mentoring programme?



Do you believe that the EDP mentor programme served a specific purpose for you and that it fulfills a different need than the res or PSO mentor programme? / Glo jy dat die VGP mentorprogram vir jou van spesifieke waarde was en 'n ander behoefte aanspreek as die koshuis- of PSO-mentorprogram?

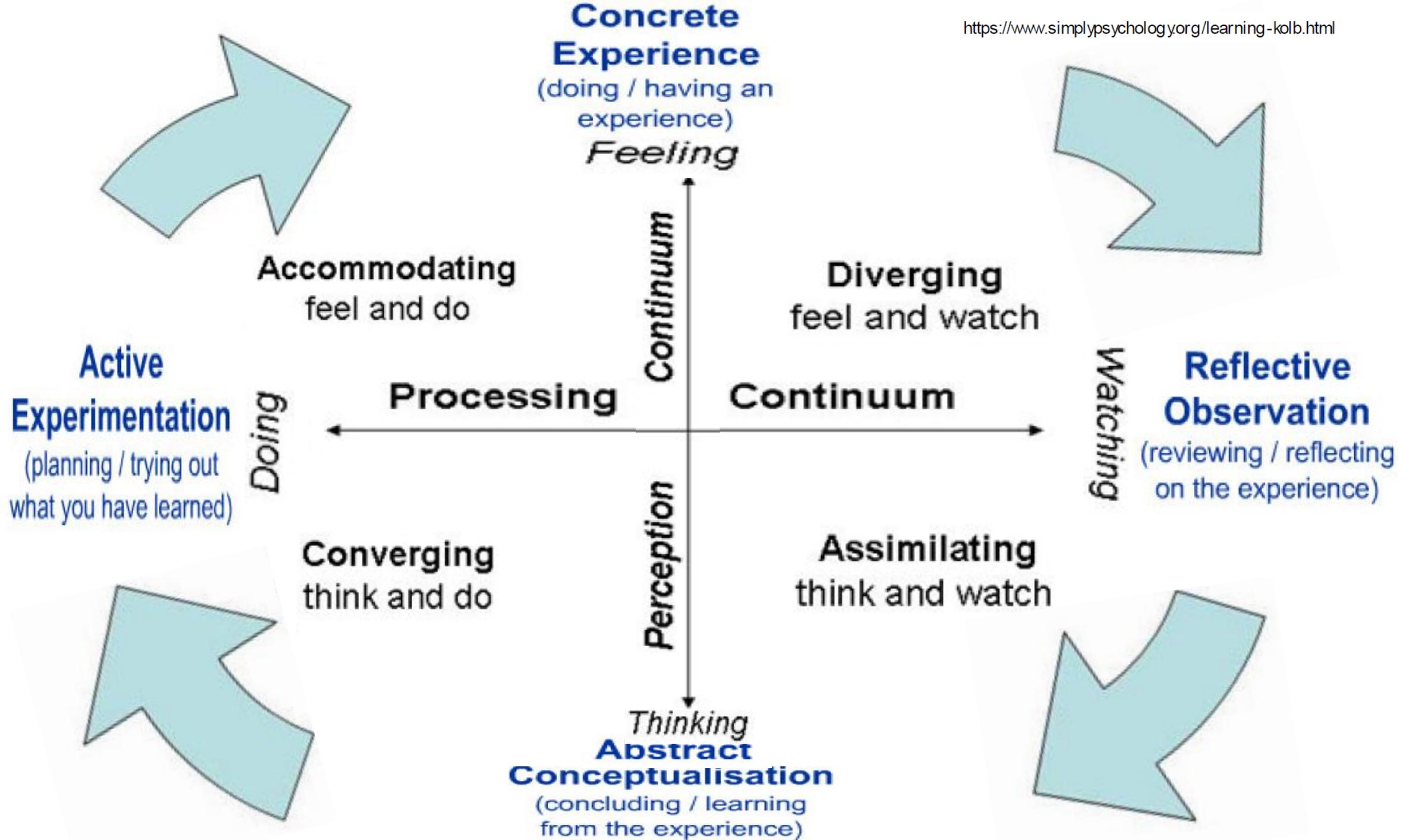
57 responses



Theoretical framework:

## Experiential Learning ( David A Kolb,1984)

- Influenced by and building on the work of John Dewey, Kurt Lewin, Jean Piaget, Vygotsky.
- Focus is on ***experience*** as the source of learning and development
- Learning away from the exclusivity of the classroom – as a social process
- *More about **development** than performance*



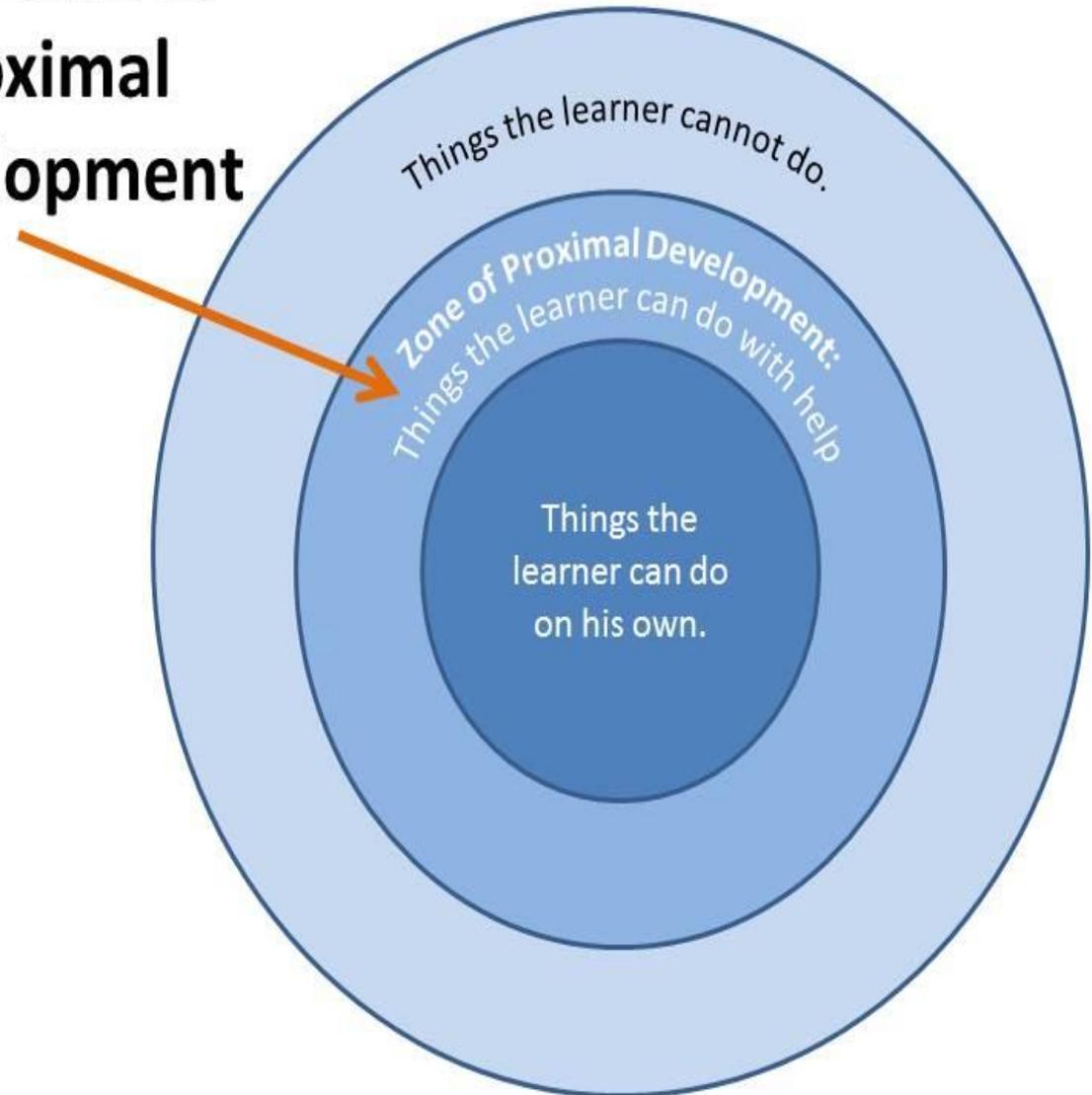
***TO SUMMARISE: “Learning is the process whereby knowledge is created through the transformation of experience.” (Kolb, 1984:38)***

- “Learning becomes the vehicle for human development via **interactions between individuals and society**”
- Articulated by Vygotsky’s concept the ***zone of proximal development*** (ZDP) ( p.133)

# Experiential learning theory of development: Vygotsky's concept of ZPD

- “ the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in **collaboration with more capable peers**” [More Knowledgeable Others]
- (Cole et al. in Kolb, 1984:133)

## The Zone of Proximal Development



# Peer-mentoring: a model

- Kathy Kram (1983) dual function mentoring model: mentoring serves two functions - **career development** and **psychosocial support** (hierarchical; workplace)
- Later research - mentoring functions in peer relationships
- “For college students, the **career development function** in Kram’s 1983 model takes the form of mentors providing help to students who are trying to complete their college degrees.”( Collier, 2015)

# Peter J. Collier, 2015 ( *Developing effective student peer mentoring programs* )

- Impacts of peer mentoring:
- i) Peer mentoring and the “**career function**” in higher education
  - *Peer mentoring increases mentees’ intentions to stay at university and graduate*
  - *Peer mentoring promotes mentees’ academic success at university/college*
- ii) Peer mentoring and the **psychosocial support** function in higher education
  - *Peer mentoring helps transitioning students adjust to the university*
  - *Peer mentoring affirms mentees’ beliefs they can succeed as students*
  - *Peer mentoring provides mentees with safe allies for sharing personal and university concerns*
  - *Peer mentoring is particularly effective at promoting university success for students of colour and other underrepresented student groups*
  - *Peer mentors benefit from supporting mentees*

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# Crisp & Cruz (2009) Mentoring Model

Mentoring College Students: A Critical Review of the Literature Between 1990 and 2007

- Four domains:
  - i) Psychological and Emotional Support (PES)
  - ii) Goal Setting and Career Path (GSC)
  - iii) Academic Subject Knowledge Support (AKS)
  - iv) The Existence of a Role Model (ERM)

# Crisp & Cruz (2009) Mentoring Model

Mentoring College Students: A Critical Review of the Literature Between 1990 and 2007

- Four domains: ( Career function + Psychosocial support)
  - i) Psychological and Emotional Support (PES)
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  - iii) Academic Subject Knowledge Support (AKS)
  - iv) The Existence of a Role Model (ERM)

“Peer mentoring describes a relationship where a more experienced student helps a less experienced student improve overall academic performance and provides advice, support and knowledge to the mentee” ( Colvin & Ashman, 2010 *in Collier, 2015*)

# Selection and structure: using Terrion & Leonard 2007 (*A taxonomy of the characteristics of student peer mentors in higher education: findings from a literature review*)

- Prerequisites : 1) Ability and willingness to commit = *important* ; 2) University experience = *important* ; 3) Gender and race – *not conclusive*; 4) Academic achievement – *not as important*; 5) Previous mentoring – *not as important*
- Career-related function: 2 most important abilities
- Same program of study
- Self-enhancement motivation

# Selection and structure: using Terrion & Leonard 2007 (*A taxonomy of the characteristics of student peer mentors in higher education: findings from a literature review*)

- Psychosocial function: 8 abilities in descending order
- Communication skills
- Supportiveness
- Trustworthiness
- Interdependent attitude towards mentoring
- Empathy
- Personality match
- Enthusiasm
- Flexibility

# Guided curriculum: Dr. Gillian Arendse

Training...

Nr	Habit	Crucial conversation
1	Tell the TRUTH	Before you can plan you need to deal with the REALITIES!
2	Decrease unknowns	He who knows that he/she knows NOT is a STUDENT!
3	Practice civility	The right to do something, doesn't mean that doing it is right!
4	Manage your time	If you don't manage your time others will manage it for you!
5	Become socially integrated	We are impacted by our environment and interactions!
6	Tap into support	Who/What do you need to get from where you are to where you need to be?
7	Commit to personal development	If you don't know where you are going, there is a good chance you will end up somewhere else!

**I AM a MENTOR: I MEN!**

**Motivate  
Experienced  
Nurturer**

**I AM a MENTOR; I'm a Talent  
Optimiser**

**I AM a MENTOR; I Refer**

# Elmarie Kruger

“Referring mentees :Where to.. ?  
+ Managing challenging situations”

EDP Mentor Training  
March 2019

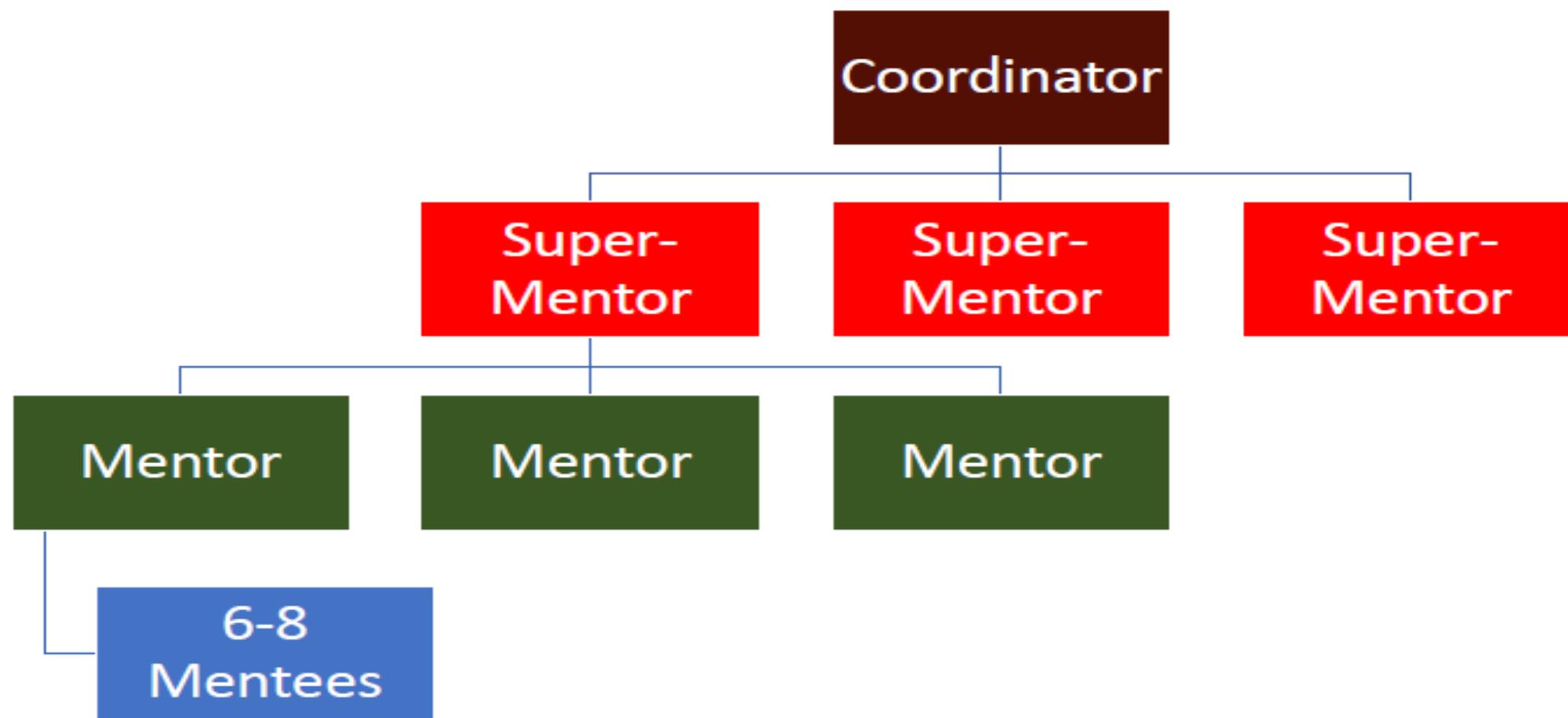


EMPATHY

MONICA DU TOIT  
STELLENBOSCH UNIVERSITY

Monica du Toit  
“Enabling Empathy”

# Structure



# Structure

- Compulsory for first semester
- One session per week (1 hour)
- Mentor groups of 4-6 mentees
- Groupings: according to BA program OR main subjects
- Super mentors to coach mentors
- Each Super mentor facilitates a group forum on SUNLearn: attendance lists, summaries of sessions, important info etc.
- WhatsApp groups ( Mentors and Super Mentors)

# AWSS & visiting Lückhoff High School



# Research: 2015-6 (FIRLT funding)

- **Research question:**

- What can we learn from the mentees' and mentors' perception of this programme about the impact it has had on the first years' adjustment to the university?
- 

- **Sub-questions:**

- 1) What does an analysis of the evaluation forms, focus group discussions and personal reflections indicate about the **academic benefits** (*“career function”*) of the mentoring programme for first years as perceived by the participants?
- 2) What does an analysis of the evaluation forms, focus group discussions and personal reflections indicate about the **social benefits** (*psychosocial function*) of the mentoring programme for first years as perceived by the participants?
- 3) Based on the perceptions of the participants, can it be concluded that the mentor programme has **contributed to the development of the mentors' skills** (*graduate attributes*)?

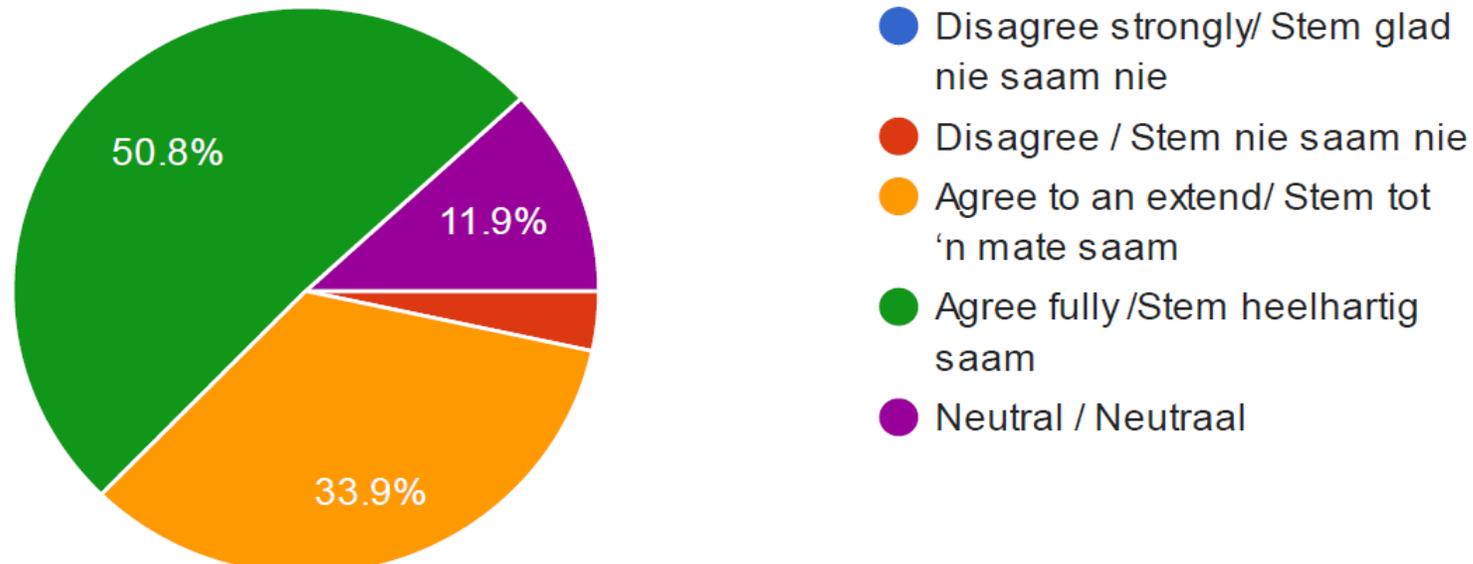
# Research: 2015-6 (FIRLT funding)

- Quantitative data:
- Evaluation forms (mentees + mentors); 6 questions based on the Likert-scale
  
- Qualitative data:
- Focus group discussions (mentees + mentors)
- Open-ended questions (evaluation forms)
- Reflection forms (mentors)

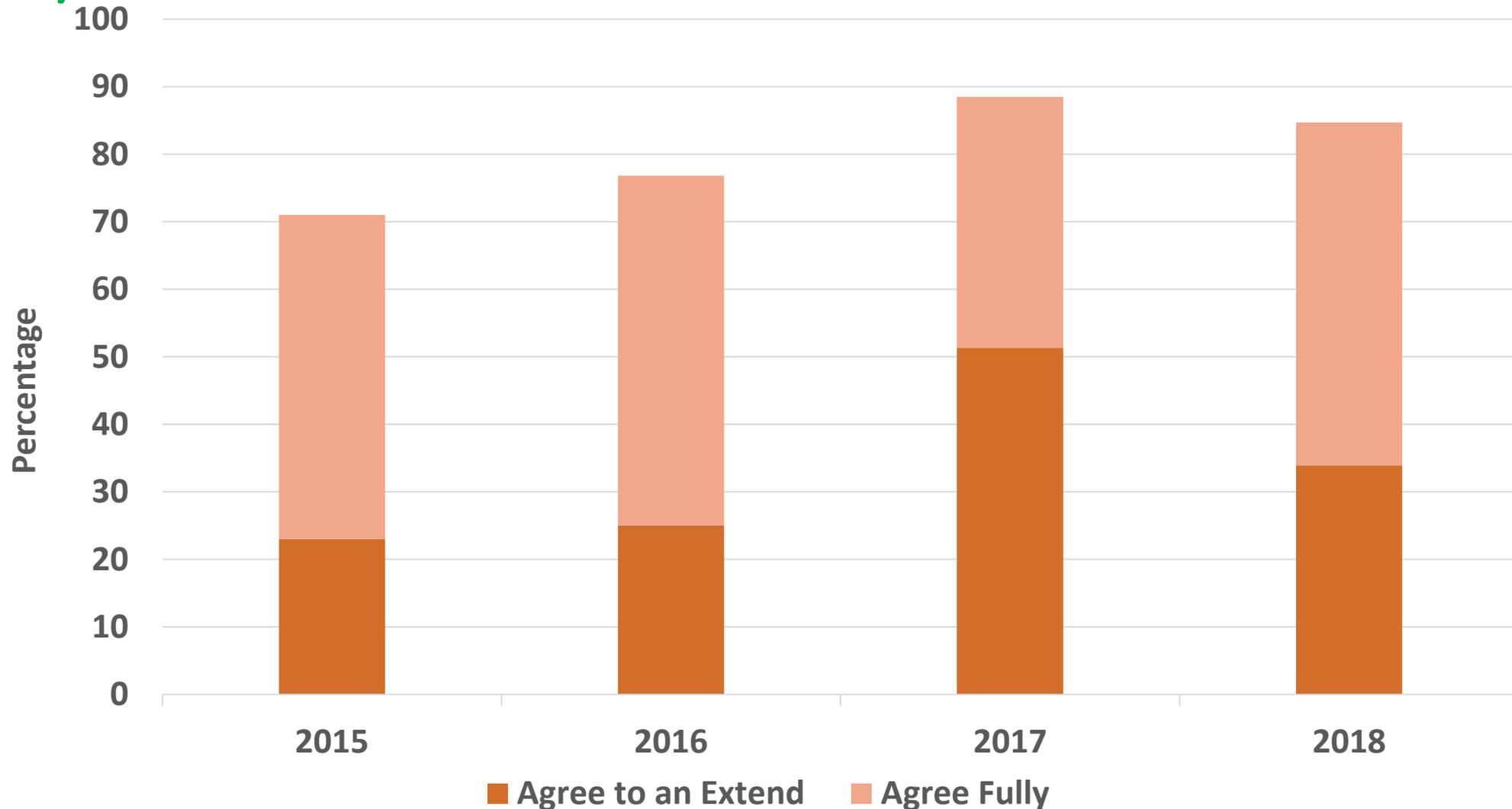
# Evaluation form for mentees: example of summary for question 1 (2018)

This programme helped me to get to know my EDP class mates better  
/ Hierdie program het my gehelp om my VGP-klasmaats beter te leer ken

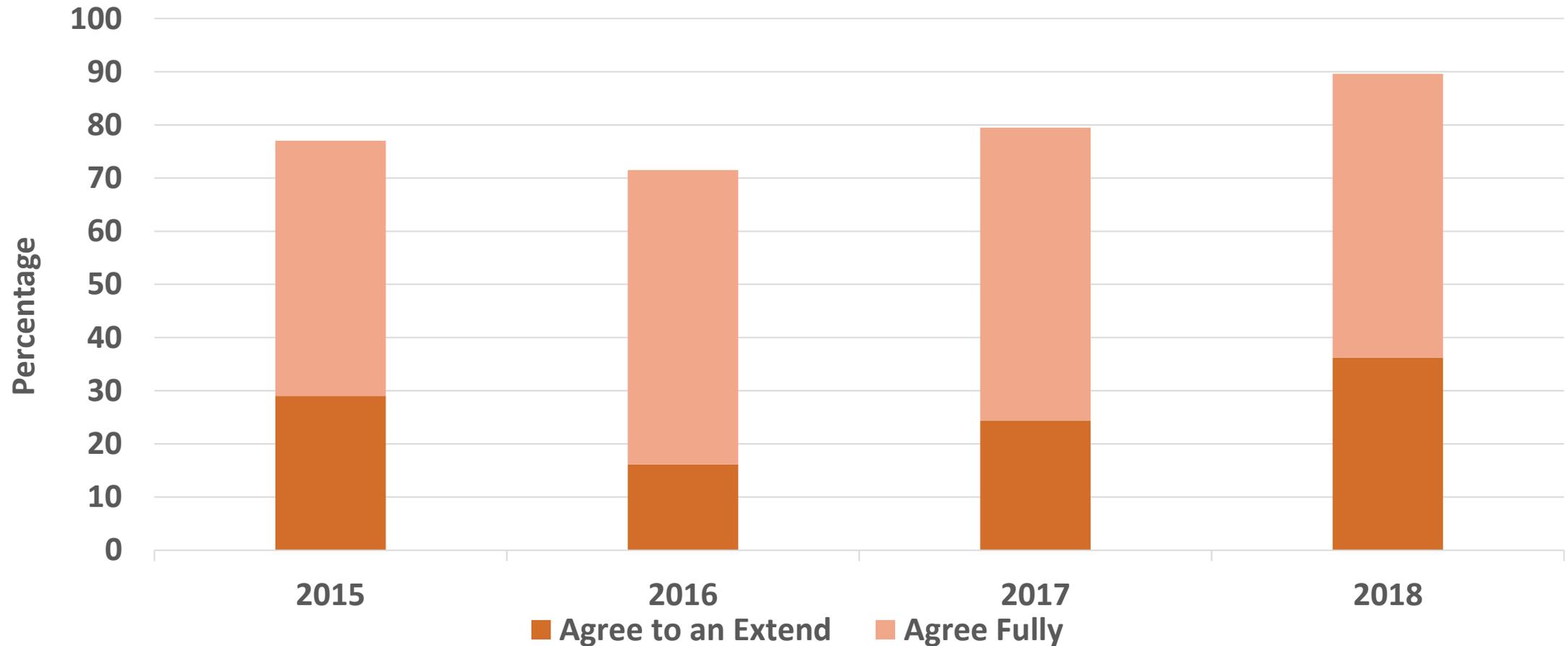
59 responses



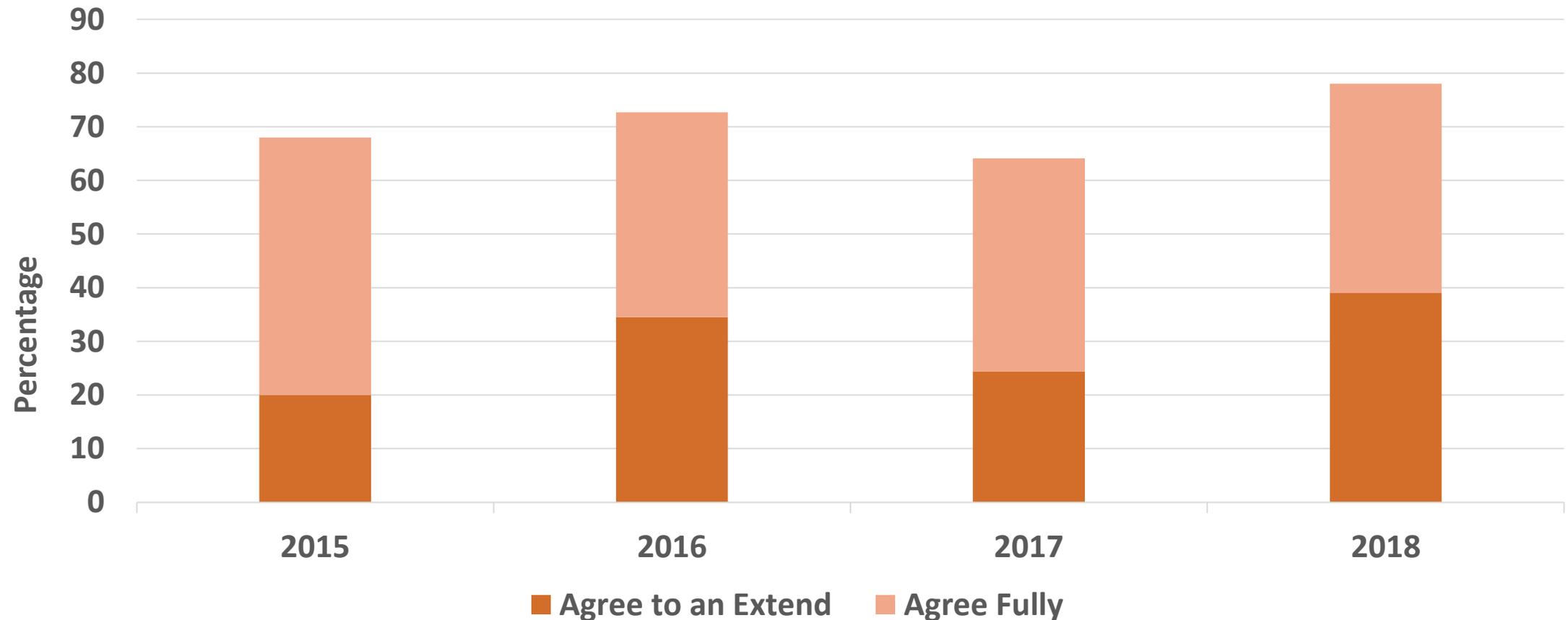
# 1. This programme helped me to get to know my EDP class mates better / Hierdie program het my gehelp om my VGP-klasmaats beter te leer ken



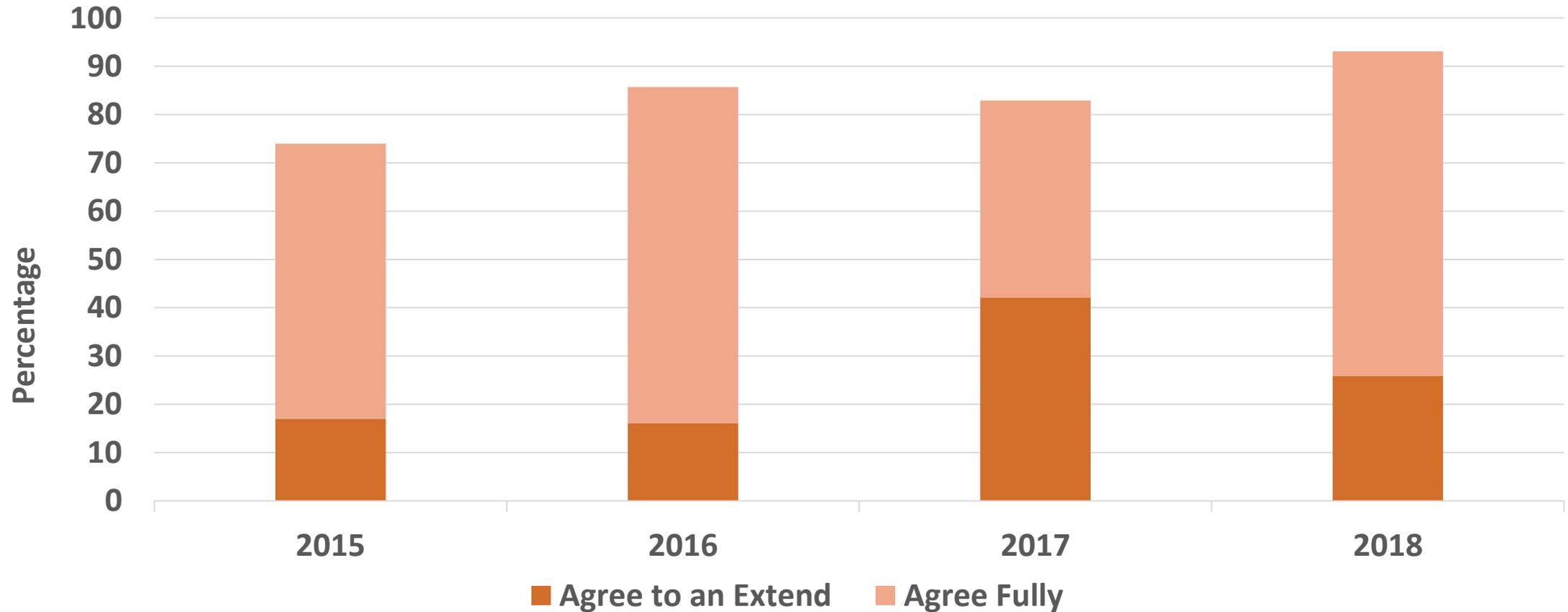
## 2. This programme contributed to me feeling more positive about the EDP / Hierdie program het daartoe gelei dat ek meer positief voel oor die VGP



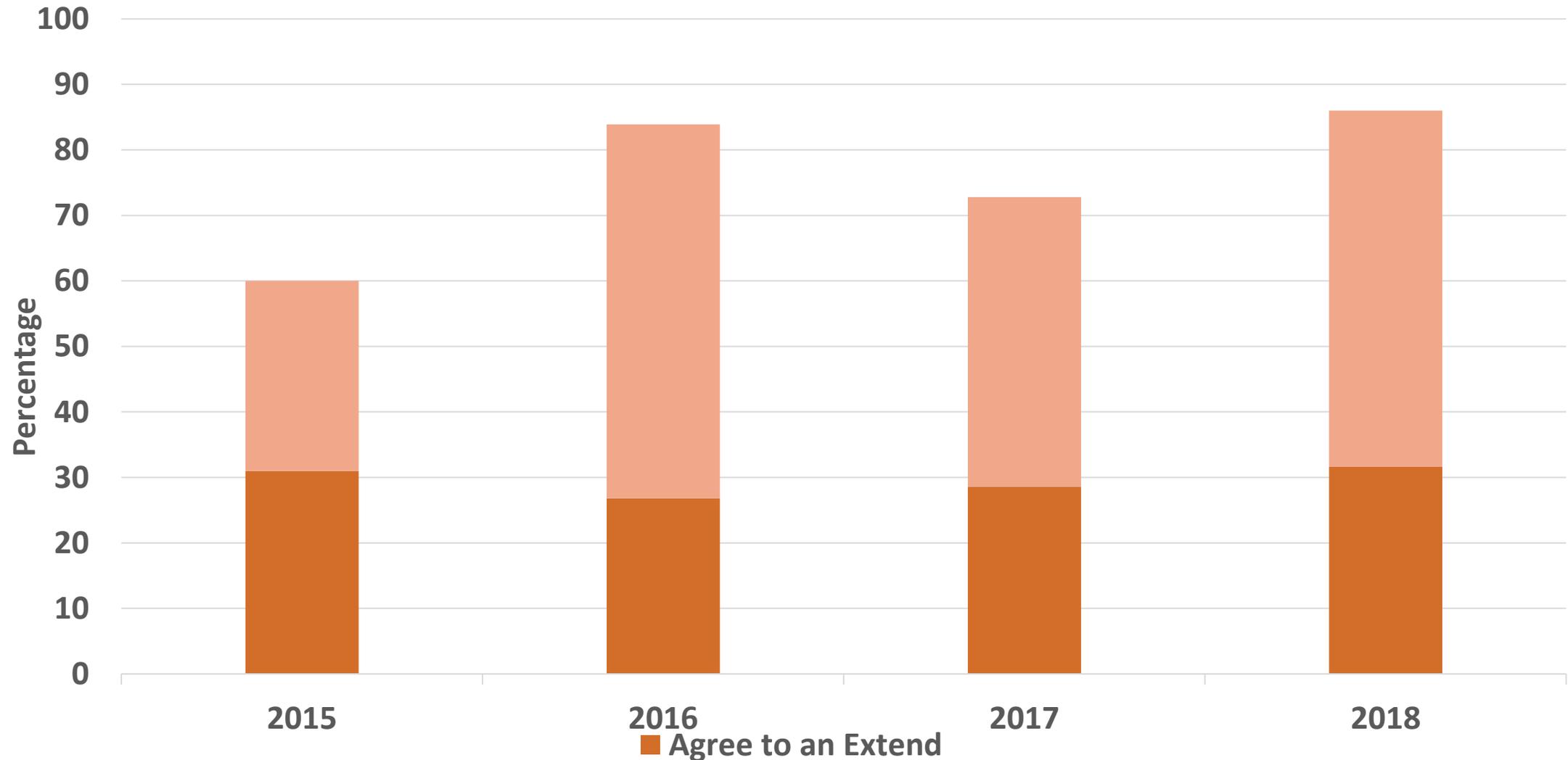
3. This programme contributed to my increased awareness of all the societies/ activities on campus / Hierdie program het daartoe bygedra dat ek meer bewus is van al die aktiwiteite/ verenigings op kampus.



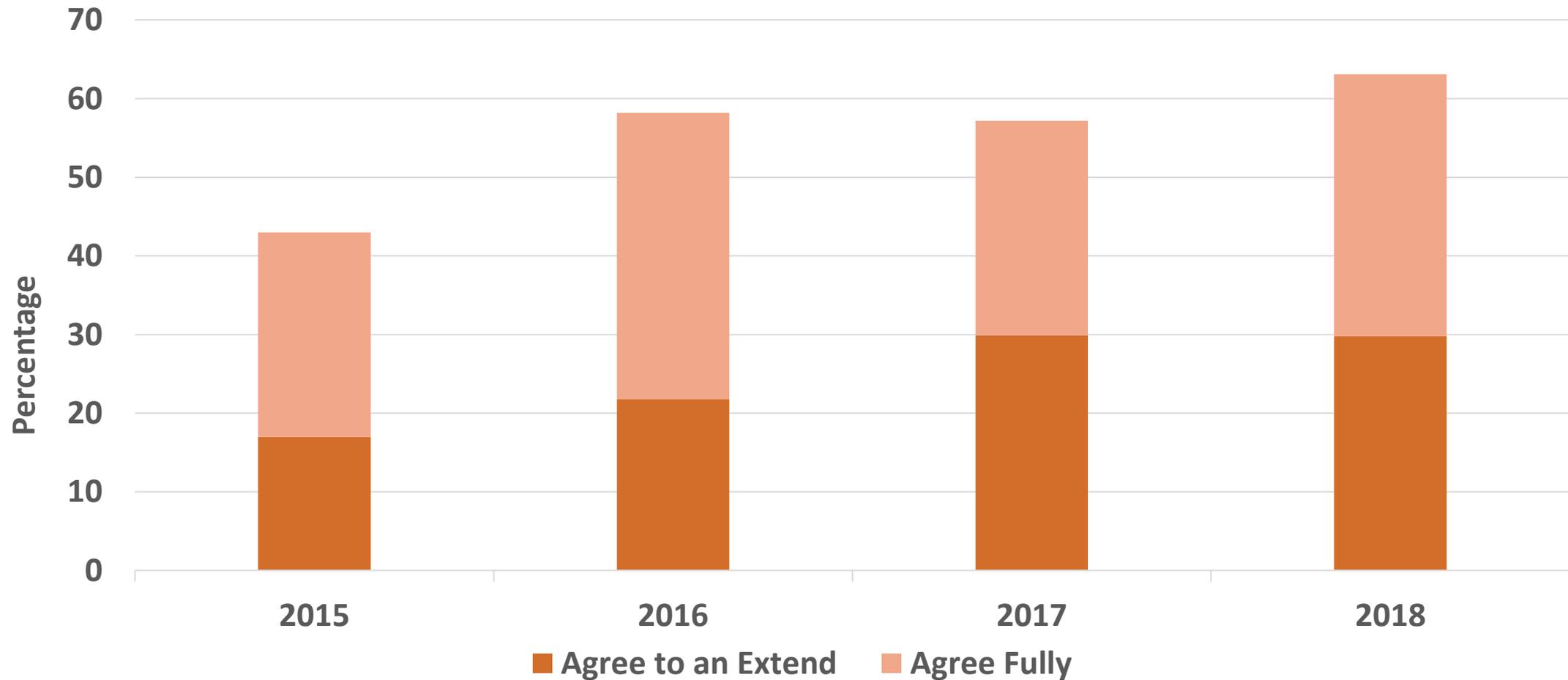
4. This programme contributed to my increased awareness of all the academic support systems available at SU / Hierdie program het daartoe bygedra dat ek meer bewus is van al die akademiese ondersteuningsisteme wat beskikbaar is by die US



5. This programme helped me to be a more responsible student and to take control of my studies / Hierdie program het my gehelp om 'n meer verantwoordelike student te wees en beheer te neem van my studies



6. This programme has helped me to handle my personal and emotional problems better / Hierdie program het my gehelp om my persoonlike en emosionele probleme beter te hanteer.



# Qualitative data: focus groups

- **Focus groups ( 2015, 2016): useful criticism**
- “it started that they wanted to help...but then it becomes more of an obligation...”
- “They must work on building relationships with ( mentees).”
- “What role are the mentors playing if they are telling us something that somebody else can tell us ...they need to be like more involved.”
- “This thing of senior students that they see themselves as part of the hierarchy...”
- “They need to be in touch with the emotional side...as much as academics are important.”
- I had this expectation that she was going to help me with my academics, but it didn't really happen...”

# Qualitative data: focus groups

- **Focus groups ( 2015, 2016):correspondence with model of peer mentoring (career function + psychosocial function)**
- “Everything, I talked to my mentor about everything.”
- “Ja, social and academic ...she even tried to organise some extra classes for us .”
- “I only used my mentor academically for support...”
- “I did make new friends, all the other mentees, I still talk to them, we’re cool.”
- “And the mentees, I actually made a group of friends with them.”
- “The mentor programme was very helpful. I would be so lost without it.”

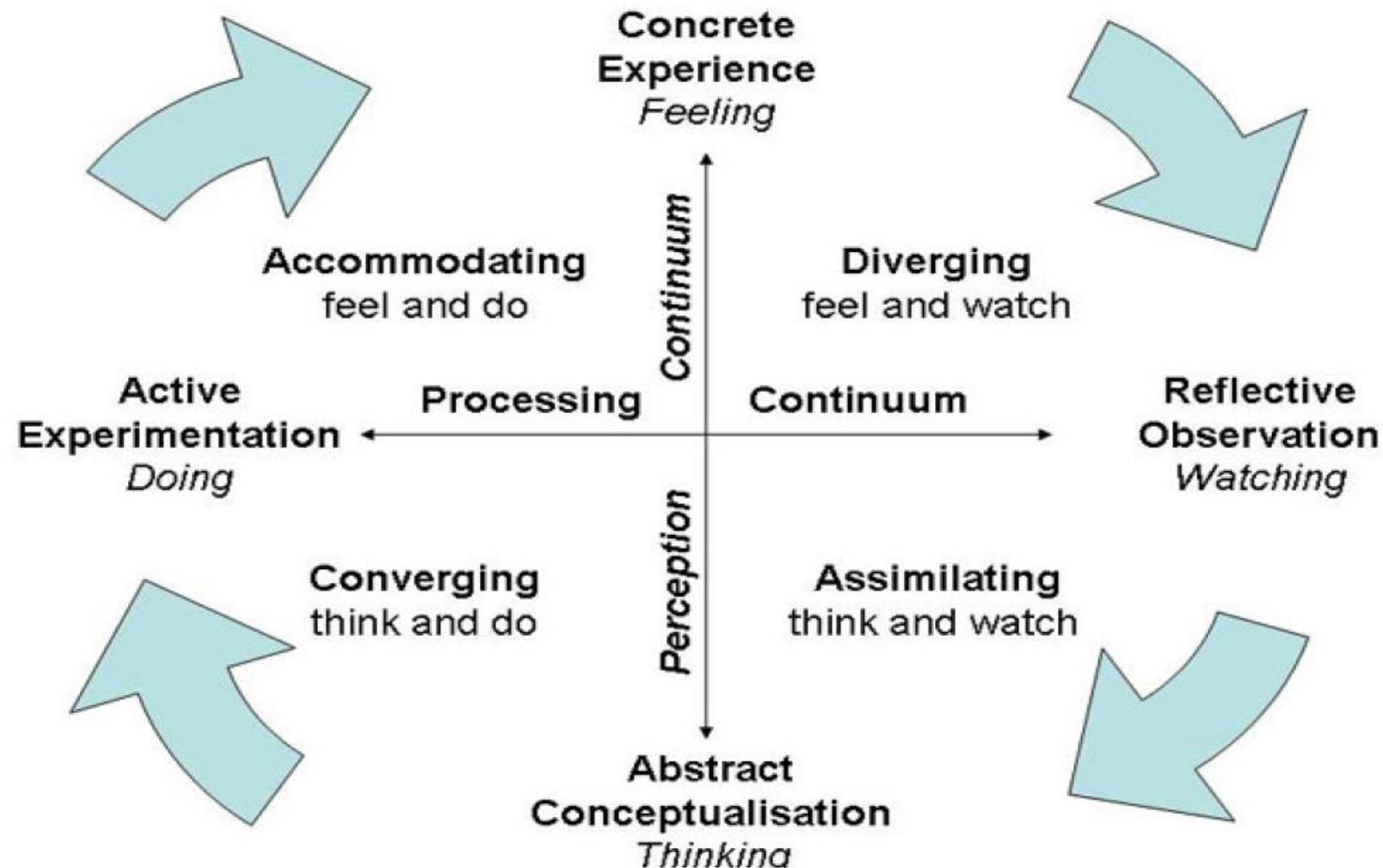
# Qualitative data (2015, 2016): open ended questions

- **The best aspects of this mentor programme:**
- Die studente in my groep was baie nice. Ons groep het eintlik baie saam spandeer. Ons mentees het baie goed oor die weg gekom met ons mentor. Sy het baie van ons geleer en ons van haar.
- Dit het my gehelp om meer verantwoordelik te wees as 'n student.
- Belonging to a group with people that I enjoy being with.
- Receiving great advice on academics and I was exposed to other methods of studying.
- The giving back to the community – AWSS.
- Providing academic material when needed.

# Qualitative data (2015,2016): open ended questions

- **The best aspects of this mentor programme:**
- It was a good programme especially for first year students because one gets to be more comfortable and settled in the overwhelming university environment.
- Getting advice from a former EDP student.
- It was a good feeling to be able to know that you have somebody who was a first year before, that you can talk to when you have concerns or uncertain about something. This also allowed me to get to know my EDP class mates.
- Hierdie mentorprogram het my baie gehelp veral om werk wat ek nie verstaan het nie, te verstaan en dit het my laat welkom voel op Stellenbosch Universiteit.

# Revisiting the 4 stages of the cycle of Experiential Learning (Kolb)



Ek het dit geniet toe ons die kampus bestudeer het en ek het nou 'n idee waar die belangrike plekke sit.

## Concrete Experience

(doing / having an experience)

Having the advantage of having a person assist me in finding information regarding studies.

**My mentoring sessions were used as a forum to express my frustrations around the EDP as well as made me aware that my frustrations are shared by others.**

Ons het gepraat oor hoe ons gevoel het oor die vakke ens.

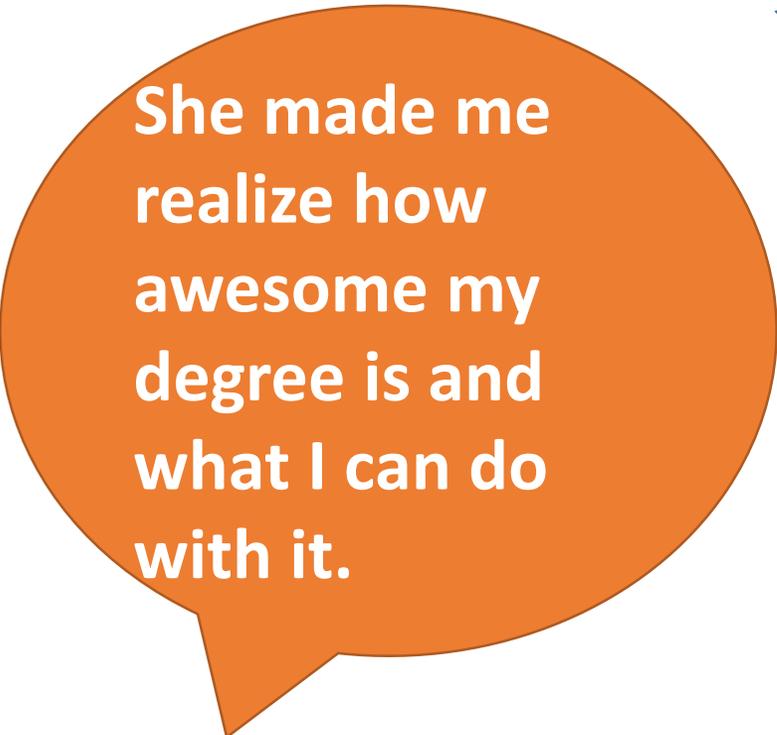
A grey thought bubble with a tail pointing towards the bottom left.

**Die wenke wat ek ontvang het, was baie nuttig.**

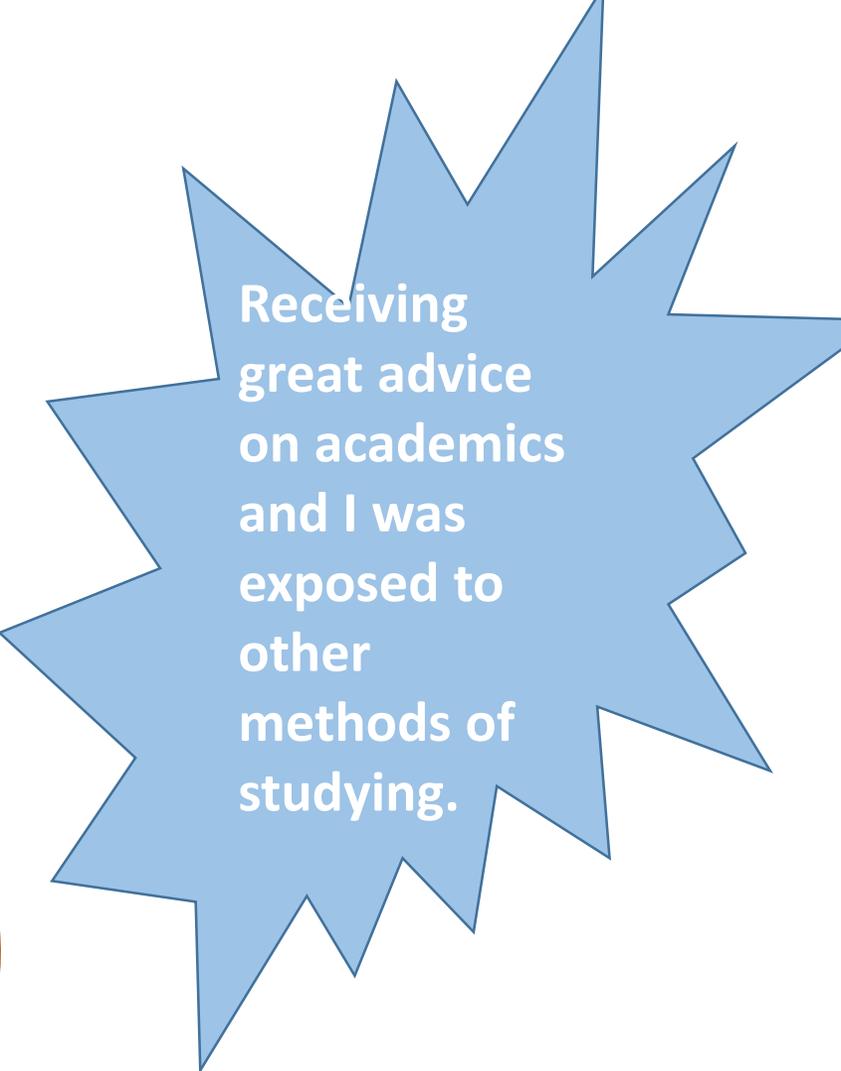
A green speech bubble with a tail pointing towards the bottom.

**Die feit dat die mentor ons vertel het van haar eie ervaringe en so het dit verhoed dat ons dieselfde foute gemaak het.**

**Reflective Observation**  
(reviewing / reflecting on the experience)

An orange speech bubble with a tail pointing towards the bottom.

**She made me realize how awesome my degree is and what I can do with it.**

A blue starburst shape with multiple points.

**Receiving great advice on academics and I was exposed to other methods of studying.**

# Abstract Conceptualisation

(concluding / learning  
from the experience)

My self het ek  
beter leer ken  
en my sterk en  
swak punte  
geïdentifiseer.

It gave me a  
guide to what I  
can expect in my  
future studies.

...when we all had  
to share our  
experiences in SU  
and also our  
problems and  
come up with  
solutions

It helped me gain  
more confidence  
and helped me  
understand how the  
EDP programme can  
help my academic  
abilities.

## Active

### Experimentation

(planning / trying out  
what you have learned)

This year was challenging for me but with the help I was able to conduct and work harder for myself.

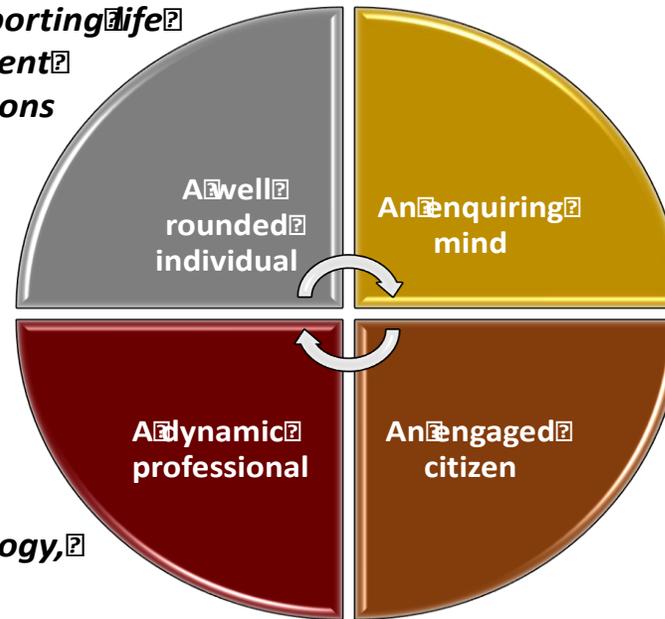
Hy het my gehelp om beter metodes te kry om te studeer

Ek het gevoel die mentorprogram het as 'n goeie fondament gedien in vreemde omstandighede.

# How the mentors benefit.....

## GRADUATE ATTRIBUTES

*Exposed to cultural, intellectual and sporting life*  
*Takes responsibility for own development*  
*Makes informed and considered decisions*

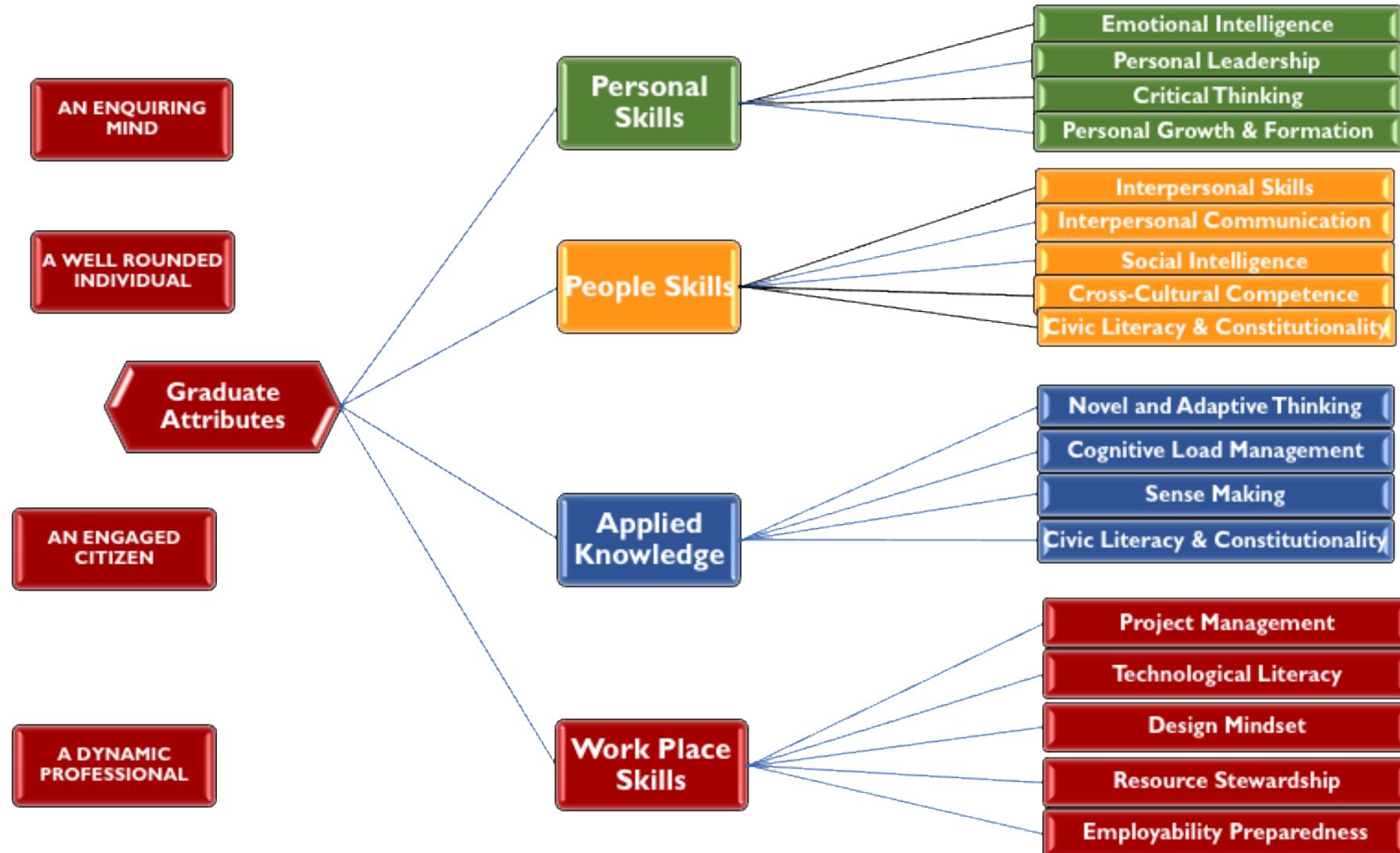


*Lifelong learner,*  
*Critical and creative thinker*  
*Exercises responsibility for learning and using knowledge*

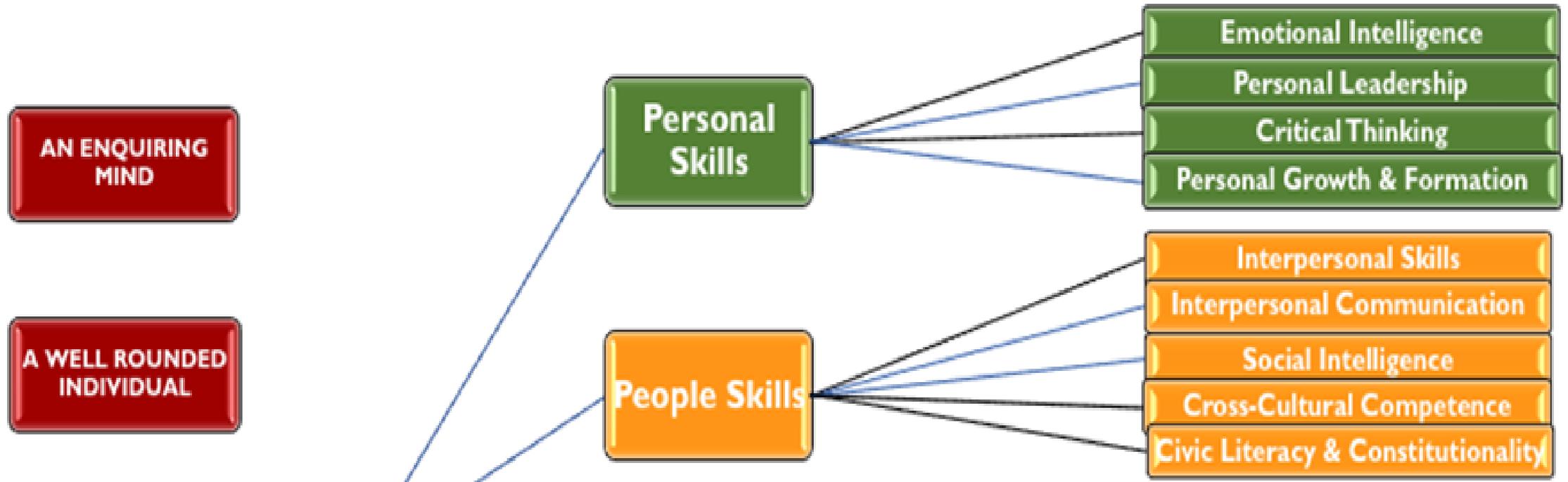
*Problem solver*  
*Uses sustainable and effective technology,*  
*Innovative*

*Leader and collaborator*  
*Social entrepreneur*  
*Effective in a diverse environment*

# Co-Curriculum Competency Framework



# Graduate Attributes: the underlying skills and competencies



## vii. How your participation in this programme has influenced you / Hoe jou deelname aan hierdie program jou beïnvloed het

I have learned to take responsibility by being committed to something that can prove to be difficult. Ultimately, it is rewarding.

It has improved my ability to put aside my unconscious biases and prejudices and helped me to understand group dynamics.

Dit het my baie goed gehelp deurdat ek self ook baie dinge by my mentees ook geleer het. Ons het baie oop verhouding gehad en is tans steeds in kontak.

This program helped me to improve my social skills

Ek aktief aan die program deel geneem, al my sessies bygewoon, wat my meer verantwoordelik en op datum gehou het.

Dit het my n beter leier gemaak en ek is meer geduldig en ek luister beter na mense.

This program has taught me prioritizing, planning of meetings and research skills.

I have gained further training with interpersonal skills as well as allowed me to express a more extrovert self, withing a small environment.

I have benefited a lot from this programme. The progamme made me realise that I have some certain problems that I need to address as an individual. This programme also taught me the importance of time management and daily planning. It brought me an idea that an individual (starting from mentors particularly before they enlighten their mentees) can change their way of doing things,

## vii. How your participation in this programme has influenced you / Hoe jou deelname aan hierdie program jou beïnvloed het

That I'm helping out, sense of happiness

Made me come out of my comfort zone and surprised myself.

As an only child. You aren't really needed by anyone. So being called or text in the middle of the night is oncisouly scary but so heartfelt at the exact same time.

What I gained from this was growing personally and being a good mentor.

I have gained more leadership knowledge and first hand experience of being a leader to a young group of individuals.

I have realised the amount of impact my services have had on someone.

What I gained from this is confidence in myself and others.

Die mentor program het my lewe so verryk dat ek nie meer n skaam en teruggetrokke mens nie aangesien ek as mentor voor die mentees moes staan wat in die proses selfvertroue ontwikkel het.

Self confidence but also a lot of leadership knowledge

More leadership skills and knowledge. Also overall confidence.

Responsibility and a boost in the direction towards my own career

From the experience of being a mentor, what have you found to be your biggest personal attribute(s)? / Uit die ervaring van mentor-wees, wat

Kindness and patience

Being able to make everyone feel at ease and welcomed.

I always thought of myself as not being judgmental of anyone's life choices or personal beliefs. Having three girls from three different backgrounds really put that to the test. My one mentee confessed to me that she thinks she may be homophobic. Which was such a shock because I don't associate with people who don't believe in equality. But I still found myself drawn to her and with the same willingness to help and listen to her before she expressed her feelings towards gay marriage/people.

I would say empathy because I cared more than I thought I would have.

Being available to my mentees and always lending an ear to listen.

Determination

My biggest personal attribute to my sessions was telling my mentees my story of how I became a matie and my experience of being a first year and also my failures that made me stronger and not dragged me down.

Om oop en duidelik te kommunikeer asook om in jouself te glo.

Self confidence

# What characteristics should a mentor have? / Watter eienskappe moet 'n mentor hê?

The fruits of the spirit mixed with street smarts

Open, trustworthy, honest.

Empathy and passion.

the characteristics that a mentor should have is perseverance, empathy, patience and just being a good listener too.

Friendly, helpful, goal-oriented, punctual, proactive, honest and determined.

Good communication, be a good listener, be able to work with a group, be flexible, honesty, love of people.

A mentor should have the characteristic of being caring, showing support, respect another differences, help a person when help are needed and also show some love.

n Mentor moet selfvertroue asook moet goed kan kommunikeer.

Leadership

To have a positive self-esteem ,engage well and being open/ approachable.

Understanding, approachable and know the balance between friend and assistant

# Mentors' reflections : Thandiswa Kona (2018)



# Phinny Kgaphola (2015)



# Emma Wakefield ( 2016 & 2017)



*“The fruits of the spirit mixed with street smarts”*

**Thank you  
Dankie  
Enkosi**