

A MELODY OF MENTORSHIP: GUIDING SUPERVISORS IN DEVELOPING CAREER  
COMPETENCIES AND SELF-EFFICACY OF UNDERGRADUATE STUDENT  
EMPLOYEES

by

TORREZ M. WILSON

(Under the Direction of Caleb Seung-hyun Han)

ABSTRACT

Institutions of higher learning generally seek to provide students with experiential learning, professional development, and tools for contributing to a diverse global society. However, many students are not able to connect their learning to their career interest. As a result, graduates do not feel confident that they have acquired the job competencies to be successful when entering their profession.

The purpose of this study was to investigate how to guide student supervisors in providing mentorship that develops career competencies and self-efficacy of undergraduate student employees. The functions of mentoring (career development, psychosocial support, and role modeling) were used as a guiding framework for the various behaviors supervisory mentors can demonstrate to engender positive results for their direct reports.

The following research questions were explored:

- 1. What can be learned at individual, group, and system levels that advances theory and practice in an action research project guiding supervisors in developing career competencies of student employees?*

*1a. What impact does a mentorship program have on developing career competencies and self-efficacy of undergraduate student employees?*

*1b. What impact does a community of practice have on student supervisors?*

The action research study involved three cycles, including (1) critical incident interviews, (2) a mentorship program between undergraduate student employees and their supervisors, and (3) a community of practice with student supervisors. Quantitative data included questionnaires administered pre- and post- interventions and qualitative data included participant interviews.

Findings showed that supervisors need support and resources to effectively develop career competencies of student employees. When supervisors can balance the mentoring functions of career support, psychosocial support, and role modeling, student employment can serve as a high-impact experience for development. Institutions should invest in holistic and immersive programs that enhance the student employment experience not only for students, but supervisors as well.

INDEX WORDS: Action research, Community of practice, Competencies, Federal work-study, Higher education, Mentor, Mentoring, Mentorship, NACE, Self-efficacy, Student assistants, Student development, Student employees, Student employment, Student mentors, Student supervisors, Student workers

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## DEDICATION

This dissertation is dedicated to my maternal grandmother, Teresa P. Sullivan. As an educator, she made sure that education was a priority for her children and grandchildren. I remember spending summer breaks with her as a child, and before I could go outside and play, she would make me practice phonics with her so that I was always above my grade level in reading and writing. She encouraged me to strive to attain the highest level of education that I could, and I will never forget the pride and excitement she had when I told her I was pursuing a doctorate. The thought of her reaction to the news of my degree completion was a motivating factor for me throughout this program, but she sadly passed away in 2022. Although I wish that she was physically here to celebrate this accomplishment, I know that she is smiling down on me and beaming with pride. “MaMa,” this is for you!

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## **CHAPTER 1**

### **INTRODUCTION AND THE LITERATURE**

Nearly every college and university ascribes to a mission statement. Such statements convey to the world a particular institution and indicate why it exists. Although many institutions of higher learning may be hesitant to be too specific in their mission statements, there are some commonalities among them (Cowen & Winston, 2019). According to a study by Morphey and Hartley (2006), common elements in the language of the first 2-3 sentences of mission statements include “prepare for [the] world” and “student development.” Based on that information, it can be generally accepted that institutions of higher learning serve a mission of providing students with developmental experiences to prepare for the world.

With a substantial portion of students employed while attending college and given the time and energy that they devote to work, studying the effects of work on college student outcomes is an active area of college impact research (Barnhardt et al., 2018). Over time, the cost of attending college has risen. When the Pell Grant was created in the 1970’s, low-income students at a public 4-year college could have more than 75% of the cost of attendance covered. Today, it covers just 30% (Broton et al., 2016). Because of this disparity, many students struggle to finance their education (Bozick, 2007). Financial aid can provide some relief, but it is often not enough to cover all expenses of school. Thereby, students are left with other options to make up for the financial shortfall, such as live at home or seek employment. Compared with previous generations, today’s undergraduates are more likely to work (Broton et al., 2016). In 1960, only

25% of traditional full-time students worked while enrolled in college, compared with over 40% today (Perna & Odle, 2020).

As new graduates seek their first post-graduation employment position, many often face the dilemma that they cannot attain a job without experience, and they cannot gain experience without a job (Peck, 2018). Only 26% of working U.S. adults with college experience strongly agree that their education is relevant to their work and day-to-day life (Strada Education Network & Gallup, Inc., 2018a). Significantly, students need to be able to find meaning in various co-curricular experiences and gain the skill of articulating what they have learned to others (Peck, 2018). If institutions of higher learning have a mission of providing developmental experiences to students, and students are not prepared with relevant career competencies to enter the professional world, more must be studied about that gap and how to address it. This action research project intends to highlight the importance of experiences outside of the classroom to achieve this aim.

### **Mentoring in Higher Education**

According to Savickas (2007), mentoring has emerged as the prime form of career assistance for the information age. It is rooted in a facilitating relationship that provides for visiting, guiding, and counseling. Formal mentoring relationships are those that are initiated through some organizational program that assigns mentors and protégés, facilitates, and supports developmental relationships within assigned dyads for a specified time (Wanberg et al., 2003). To serve as a powerful interventional approach to enhance the effectiveness of instruction, formal mentoring involves having some formal administrative structure to maximize its potential in educational settings (Nguyen, 2017).



Employers are constantly seeking skilled professionals that can think critically and work in sync with the team to fulfill the mission and goals of the organization. In particular, supervisors of student employees have an increased responsibility to foster an environment where those students can be challenged and learn valuable skills and competencies. Graduates have indicated that career advice from faculty or staff members is more helpful than advice from the career services office (Strada Education Network & Gallup, Inc., 2018b).

As a result of students not being able to connect their learning to their career interest, graduates do not feel confident that they have acquired job competencies to be successful when entering their profession. Gardner (2009) mentions that development occurs because of corresponding challenges and support. Accordingly, the purpose of this study was to investigate how to guide student supervisors in providing mentorship that develops career competencies and self-efficacy of undergraduate student employees.

### **Champion University<sup>1</sup>**

Champion University is a large public research institution, nationally recognized for programs and initiatives that help students from all backgrounds to earn degrees. Located in a cultural and economic center in the Southeast United States, Champion University boasts a challenging academic environment that emphasizes research and practical experience across the curriculum. Campus employment for undergraduate students at Champion University primarily consists of two categories: student assistantships and federal work-study (FWS).

Student assistantships are employment opportunities offered by individual departments within the university. The hiring departments define the job description, qualifications, set the compensation rate, and pay students directly from their budgets. Students become eligible for the

---

<sup>1</sup> Pseudonym used throughout.

Federal Work-Study Program based on financial need. The program allocates funding from the United States Department of Education to provide part-time employment for students according to their financial need. If students qualify, they can apply for FWS positions offered by individual departments. The departments still define the job duties, hiring qualifications, and compensation rate, but students receive the majority of their pay from the government and the departments do not pay students from their budgets.

Notably, Champion University has a strategic focus on making connections from classroom instruction to career, but it does not provide a plan to use student employment as a method of experiential learning in which students can connect to their careers. Even as thousands of students are graduating each year from Champion University, default rates on student loans increased from 8% to 10.1% in the last three years, and the number of graduates seeking deferment waivers grew by 20% (U.S. Department of Education, 2020). Those indicators speak to the failure of graduates to find well-paying employment.

Since leadership scholars recognize that successful professionals must develop both mindsets and skillsets, this topic is very relevant. The topic indicates that we can strategically start building these competencies with students before they even step into the professional arena. Through real-world experience, learners are challenged to engage with wicked problems that traverse disciplinary boundaries, cultures, and systems. Attempting to address wicked problems allows students to engage with contested, opposing ideas and solutions (Bierema, 2019). The world needs more college graduates who have the leadership knowledge, skills, and abilities necessary for a rapidly changing, globalized society (Perozzi, 2019).

## **Situating the Action Research Study in the Literature**

As a total body of evidence, research on college students is perhaps the single largest area of inquiry in the field of higher education (Pascarella, 2006). Yet, institutions do not faithfully and effectively implement the kinds of promising policies and practices that seem to work elsewhere and in ways that are appropriate for their campus context and students (Kinzie & Kuh, 2017). Not only is the research on students' employment topically varied, but the observed effects of work can be negative, positive, neutral, or curvilinear depending on the outcome of study.

Although it may seem that student employment can be a detriment to academic success, several studies show that on-campus student employment can enhance student retention and success (Mitola et al., 2018). Hammes & Haller (1983) found that student employees reported higher grades than their nonworking counterparts. The National Center for Education Statistics (1994) found that students working 15 hours or less per week had a significantly higher GPA than students working 16+ hours. Cuccaro-Alamin (1997) found that students who were employed full time demonstrated lower levels of persistence and were less likely to attain a postsecondary degree. Meanwhile, Horn & Malizia (1998) found that when students worked 15 hours or less, they had the lowest risk for enrollment interruption.

### **Theoretical Framework**

The theories guiding this study are mentor role theory and self-efficacy theory. Mentor role theory was developed by Kathy Kram, and it was used to study mentor relationships between a more experienced individual and a less experienced individual. This theory indicates that mentors can provide two broad categories of mentor functions: career development functions, which assists proteges in learning the ropes and advancing in the organization, and

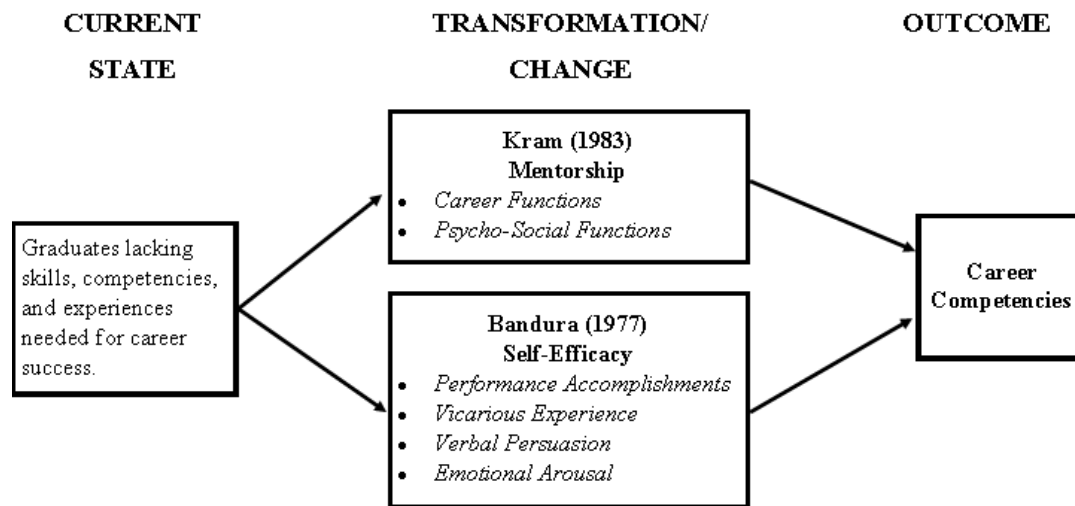
psychosocial functions, which address interpersonal aspects of the relationship. As applied to my study, the phenomenon of interest is the transmission of knowledge, specifically career competencies, from student supervisors to their student employees.

Others have adapted this theory into multiple classifications of mentoring types, such as formal mentoring, informal mentoring, diverse mentoring, electronic mentoring, collaborative mentoring, group mentoring, peer mentoring, multilevel mentoring, and cultural mentoring. Critics of this theory maintain that there is no clear explanation of the definition of mentoring and distinction between coaching. It is also a theory that continues to develop and has neglected the developmental needs of the mentors themselves.

Self-efficacy theory is attributed to Albert Bandura and is defined as the belief in one's own capabilities to exercise control over their own functioning and over events that affect their lives. He noticed that there was a mechanism that significantly influenced people's lives, but it had not been identified or carefully observed up to that point. The belief that people have in their ability to alter the events of their own lives was this mechanism. When an individual is faced with stress and problems, perceived self-efficacy impacts what coping behavior is launched, as well as how much effort will be exerted to attain one's goals and for how long those goals will be pursued, according to Bandura. Self-efficacy, he claimed, is a self-sustaining attribute; when a person is motivated to solve issues on their own terms, they receive positive experiences, which enhance their self-efficacy even more. Expectations of personal efficacy are derived from four principal sources of information: performance accomplishments, vicarious experience, verbal persuasion, and physiological states (Bandura, 1977).

Figure 1 illustrates the research framework of the study. By applying career functions and psychosocial functions of mentoring to a formal student employment program, student

employees will be able to develop career competencies that positively impact their self-efficacy. Based on the theoretical framework, the review of literature focuses on four key themes: career readiness, student employment, mentoring, and self-efficacy.



**Figure 1**

*Research Framework of Study*

## Career Readiness

According to the National Association of Colleges and Employers (NACE), career readiness refers to developing specific skills and industry knowledge that students can apply to their respective fields. It is a basis on which to establish required fundamental competencies that broadly prepare college graduates for professional success and long-term career management (NACE Center, n.d.). Regardless of a student's field of study, career readiness provides a framework for addressing job-related goals and results of curricular and extracurricular activities. Career readiness is significant for companies in recruiting talent because it allows them to identify key skills and abilities across all job functions. It also provides a framework for

developing talent through internships and other experiential education programs (NACE Center, n.d.).

Career readiness education is critical in schools because it prepares students for life after college as they begin their careers, equipping them with the skills necessary to navigate the workforce (EVERFI, 2020). In addition to in-class training, students are encouraged to participate in apprenticeships, internships, externships, and co-ops, which allow them to put their newly gained talents to use and even learn new real-world skills that they would not have learned in a classroom (EVERFI, 2020). Career readiness abilities, also known as transferable or employability skills, "give students a competitive edge during interviews and internships for current and future employment" and "may differentiate a competent employee from a great one," according to the US Chamber of Commerce Foundation. These crucial abilities, which are not always prioritized in schools, give students the competitive advantage they need to land jobs.

Career readiness is significant because it focuses on teaching students the skills they will need to succeed in real-world situations (Zook, 2018). Traditional education, on the other hand, has switched its concentration away from skills and toward theory as time has passed. As a result, modern high school and college graduates face an odd situation known as the "skills gap" (Zook, 2018). The skills gap is the difference between what employers expect from job candidates and what those candidates actually know.

A recent trend congenial to re-establishing the value of holistic student development is the effort to formally acknowledge collegiate-level learning through experience in non-academic pursuits (Kuh, 2018). A byproduct of the movement to value experience and experiential learning is the positive influence of participating in a high-impact practice (HIP) on a range of desired outcomes (Kuh et al., 2017). The Association of American Colleges and Universities

(AAC&U) calls for more consistent, widespread use of effective educational practices, featuring 10 potentially “high-impact practices” that make a claim on student time and energy in ways that channel student efforts toward productive activities and deep learning (Kuh, 2009).

High-impact activities seem to have unusually powerful effects on all students. Participating in them is replete with developmentally powerful opportunities to apply, reflect, and integrate what one is learning (Kuh, 2009). Experiential learning leverages the critical link between knowledge and experience and shifts the teacher-student dynamic from imparting-receiving information to direct interaction with the material. In this way, experiential learning helps to develop students’ soft skills.

Being successful in the real world requires students to not only be able to draw on the knowledge imparted to them in their classes, but to also be able to generalize and apply their understanding of course content to new situations or to make connections to other concepts they have learned (Bradberry & De Maio, 2018). According to the National Association for Colleges and Employers (NACE), the following eight career-readiness competencies have been identified as competencies that employers value most (2020). These include the following:

1. Career and Self-Development
2. Communication
3. Critical Thinking
4. Equity and Inclusion
5. Leadership
6. Professionalism
7. Teamwork
8. Technology

In addition to improving those abilities, experiential learning programs provide a unique opportunity for students to work on skills that are difficult to replicate in a traditional classroom but will be required for career success after graduation.

### **Student Employment**

Employers are constantly seeking skilled professionals that can think critically and work in sync with a team to fulfill the mission and goals of the organization. One reason that students who work during college might be more attractive to employers could be that work experiences help college students to develop capacities necessary to succeed in their careers after graduation (Salisbury et al., 2012). A study conducted on behalf of the Association of American Colleges and Universities found that employers value employees who have real-world experiences and applications while in college (Mitolo et al., 2018).

Moreover, Anderson et al. (2018) conducted an exploratory study which found that student employment is a vital aspect of development for many college students during their matriculation. Cheng and Alcantara (2007) identified that on-campus employment provides several benefits to students, such as an opportunity to explore academic and career interests, a sense of financial independence, and a need for managing time.

Salisbury et al. (2012) concluded that unlike on-campus work, students can have positive leadership development if they work more than 10 hours per week off-campus. However, other research has shown that students who work more than 15 hours off-campus struggle with persistence and completion time (Perna et al., 2007). Accordingly, universities are encouraged to expand on-campus employment opportunities. Fede et al. (2018) conducted a study exploring the relationship between university employment and academic performance, transferable skills, civic engagement, and societal values and attitudes. Due to positive results, it was proposed that



universities provide on-campus employment that can expose students to real-world interactions with frequent spaces for reflection and growth.

### ***High-Impact Student Employment Programs***

Student employment opportunities are active learning opportunities if they are shaped as teaching and learning experiences. If student employment is constructed as an opportunity to advance intellectual work, and if there is a high level of engagement between supervisors and student employees, there should be ample opportunities to bring the strengths and interests of the student employees into the student employment experience (McClellan et al., 2018).

Benefits of a strong student employment program include students being better connected to the campus support network, applied learning, increased likelihood of persistence, and development of transferrable skills and career readiness competencies (McClellan et al., 2018). Institutions that invest in meaningful student employment programs can benefit from increased retention rates, improved student employability, and student talent that can be used to help solve institutional challenges (McClellan et al., 2018). Kuh (2008) refers to campus employment as a target of opportunity. Kuh posits that working on campus could become a developmentally powerful student experience if more supervisors intentionally created some of the same characteristics of high-impact activities.

Table 1 describes some high-impact student employment programs at various colleges and universities.

**Table 1***Student Employment Programs*

Institution	Program	Description
Berry College (Small, Private, Liberal Arts)	Lifeworks	Program with strategic objectives to promote student work experiences as an integral part of the educational experience, entrust students with significant responsibilities, and accomplish departmental missions.
Clemson University (Medium, Public, Research)	University Professional Internship and Co-op	Provides undergraduate students with mentorship and supervision as they participate in a professional on-campus work experience related to their field of interest and study.
Indiana University-Purdue University Indianapolis (Medium, Urban, Research)	Hire Achievers Program	On-campus career and professional readiness program that requires specific interactions between undergraduate student employees and supervising staff.
University of Iowa (Medium, Public, Research)	Iowa GROW	Based on learning theory and student development research, four brief questions guide structured conversations between student employees and their supervisors to connect classroom learning with the work students are doing on campus.
University of Texas at El Paso (Medium, Public, Research, Hispanic-Serving)	UTEP Edge	Develops student success through a range of 10 high-impact engagement experiences, including on-campus student employment.
Valencia College (Large, Public)	Valencia LIVE	Participants attend several leadership sessions, conferences, and symposiums to help develop communication, collaboration, and interpersonal skills applicable in both academic and workplace environments.

**Mentoring**

Mentoring involves the secure attachment of a protégé to an individual who eases transitions and prompts adaptation (Allen & Eby, 2007). It occurs in a hierarchical relationship where a more experienced teacher provides career-related support and psychological support to less experienced individuals (Nguyen, 2017). According to Bozeman & Feeney (2007), the term “mentoring” is closely related to other concepts, such as coaching and apprenticeship.

Specifically, mentoring focuses on the transmission of knowledge. Interest in mentoring as a means to foster individual growth and development among researchers, practitioners, educators, policymakers, and the public at large continues to flourish. Most of the mentoring research has concentrated on three areas. These include mentoring within the workplace, mentoring of youth, and student-faculty mentoring relationships (Allen & Eby, 2007).

The concept of mentoring dates to Homer's *Odyssey* and is discussed in many other literary works. Mentor was an acquaintance of Odysseus, king of Ithaca, and was responsible for educating the son of Odysseus, Telemachus (Ferrerres, 2018). When Odysseus left for the Trojan War, Mentor was entrusted to serve as a guide and paternal figure for Telemachus. Scholars from various disciplines study the phenomenon as well as mentoring initiatives abound in business, educational, and community settings (Allen & Eby, 2007).

Scholarly interest in the role of mentoring in adult development is often traced to Levenson's seminal study of human development. In *The Seasons of a Man's Life*, Levinson et al. (1978) provide a chronology of the lives of 40 men, focusing on developmental transitions and milestones. Highlights of these men's life experiences include the role that relationships with a mentor play in human development. Levinson wrote, "The mentor relationship is one of the most complex, and developmentally important, a [person] can have in early adulthood." The literature surrounding mentoring has been more concerned with understanding the relationship between mentoring and other constructs, rather than defining the nature of mentoring itself. This means that more work is needed for the development of comprehensive theoretical explanations about the mentoring construct (Allen & Eby, 2007).

Two key theoretical understandings are key principles that facilitate understanding of the basis of how mentoring works in educational systems. It involves social constructivism and

collaborative reflection (Nguyen, 2017). A key proponent of social constructivism was Vygotsky, who argued that most learning is not obtained in isolation, but rather through interaction with others in socially embedded contexts. Social constructivist notions of learning provide a theoretical foundation for mentoring and peer mentoring (Nguyen, 2017). This idea of social constructivism underpins the need for opportunities for collaboration, support, and for learning.

Further, mentoring is rooted in the reflective practitioner tradition. Dewey and Schon developed the term “reflective practice,” and this approach has been applied to education. Participants in the mentoring process can apply various forms of reflection through mentoring strategies such as discussions, collaborative work, and observation (Nguyen, 2017). Hansen (2019) posits that by incorporating intentional reflection opportunities into student employment settings, institutions can increase their contribution to graduating students ready to lead in the workforce or any other setting.

Traditional mentoring programs require a great investment of coordination, time, and money. For organizations that lack those resources, such as state-funded institutions of higher learning, a non-traditional approach like supervisor mentoring can make a significant impact. Manathunga (2007) argued that effective supervision is a form of mentoring as many supervisors seek to move away from the more overt displays of disciplinary power or neglect that were associated with traditional approaches to supervision. Also, findings reveal that having a mentor in college is correlated with positive outcomes, including self-esteem, academic achievement, and later professional success.

Studies of mentoring in a variety of contexts, including schools, colleges, and universities found that learning is facilitated by mentoring (Nguyen, 2017). Chickering (1969) researched the

positive influence that informal student-faculty interaction can have on students' academic achievement, career aspirations, and intellectual development. Astin (1977) and Wilson et al., (1975) also studied the positive influence of student-faculty interaction on career, educational, and personal outcomes (Allen & Eby, 2007). Because college represents a significant investment of money and time and students expect positive outcomes, such as employment and increased earning potential, it is important to consider factors that help students to achieve success during and after their college education (Docherty et al., 2018).

Gardner (2009) mentions that development occurs because of corresponding challenges and support. Supervisors of student employees have an increased responsibility to foster an environment where those students can be challenged and learn valuable skills and competencies. Feedback is a critical piece of student growth and must not be overlooked. Moreover, Bevan (2019) conducted a study with findings that further connect the desire for personalized student feedback, with consideration for the content and timing of feedback. In attempts to gain student feedback interaction, studies seek to understand what students perceive of the feedback provided by practitioners, in addition to what students desire from the feedback (Bevan, 2019).

### ***Mentor Relationship and Career Development***

Kram (1983) posits that a mentor relationship has the potential to enhance career development and psychosocial development of both individuals (see Table 2). Through career functions, including sponsorship, coaching, protection, exposure and visibility, and challenging work assignments, a young employee is assisted in learning the ropes of organizational life and in preparing for advancement opportunities (Kram, 1983). Through psychosocial functions including role modeling, acceptance and confirmation, counseling, and friendship, a young employee is supported in developing a sense of competence, confidence, and effectiveness in the

role. In providing a range of developmental functions, a senior employee gains recognition and respect from peers and superiors for contributing to the development of young talent, receives confirmation and support from the young employee who seeks counsel, and experiences internal satisfaction in actively enabling a less experienced adult to learn how to navigate successfully in the world of work (Kram, 1983).

**Table 2**

*Kram's (1983) Mentoring Functions*

Career Functions <sup>a</sup>	Psychosocial Functions <sup>b</sup>
Sponsorship	Role Modeling
Exposure-and-visibility	Acceptance-and-confirmation
Coaching	Counseling
Protection	Friendship
Challenging assignments	

<sup>a</sup> Career functions are those aspects of the relationship that primarily enhance career advancement.

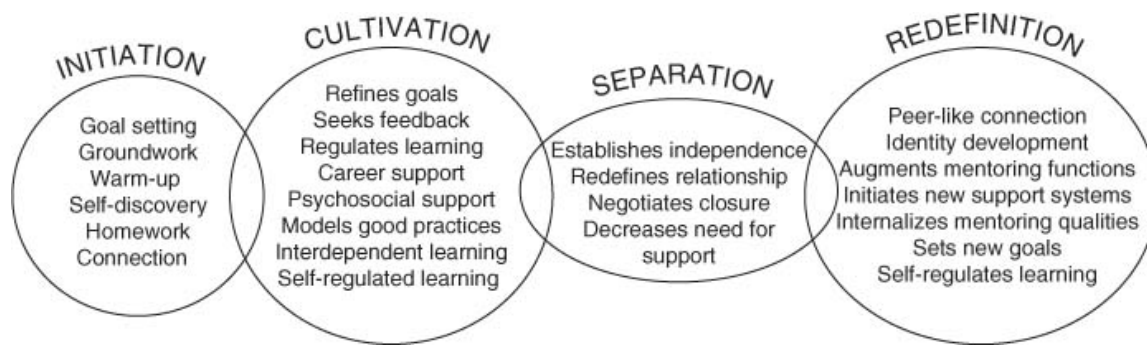
<sup>b</sup> Psychosocial functions are those aspects of the relationship that primarily enhance sense of competence, clarity of identity, and effectiveness in the managerial role.

Examination of the phases of a mentor relationship highlights the psychological and organizational factors that influence which career and psychosocial functions are provided, and it illustrates how managers experience the relationship at any given point in time. Although developmental relationships vary in length (average length of five years in the research sample), they generally proceed through four predictable, yet not entirely distinct, phases:

1. An *initiation* phase, during which time the relationship is started.
2. A *cultivation* phase, during which time the range of functions provided expands to maximum.

3. A *separation* phase, during which time the established nature of the relationship is substantially altered by structural changes in the organizational context and/or by psychological changes within one or both individuals.
4. A *redefinition* phase, during which time the relationship evolves into a new form that is significantly different from the past, or the relationship ends entirely (Kram, 1983).

Figure 2 illustrates the four phases and attributes of each phase.



**Figure 2**

*Kram's (1983) Phases of Mentoring*

### Self-efficacy

According to Bandura (1977), self-efficacy is mediated by a person's beliefs or expectations about their capacity to accomplish certain tasks successfully or demonstrate certain behaviors. Bandura postulates that these expectations determine whether or not a certain behavior or performance will be attempted, the amount of effort the individual will contribute to the behavior, and how long the behavior will be sustained when obstacles are encountered (Hackett & Betz, 1981).

Self-efficacy expectations, when viewed in relation to careers, refer to a person's beliefs regarding "career-related behaviors, educational and occupational choice, and performance and persistence in the implementation of those choices" (Betz & Hackett, 1997, p. 383). They are

reflected in an individual's perception about their ability to perform a given task or behavior (efficacy expectation) and their belief about the consequences of behavior or performance (outcome expectation) (Hackett & Betz, 1981). Individuals with poor self-efficacy expectations about their actions limit their participation in an endeavor and are more likely to abandon it at the first hint of difficulty (Brown, 1999). Their self-efficacy beliefs act as roadblocks to their professional advancement.

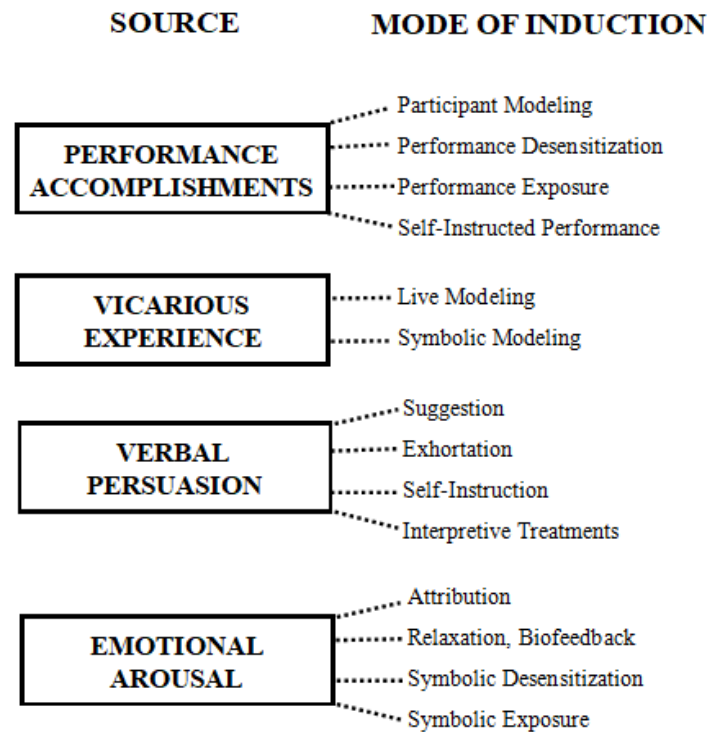
Bandura (1997) identifies four ways in which self-efficacy is learned and self-efficacy expectations acquired: performance accomplishments, vicarious learning (or vicarious experience), verbal persuasion, and physical/affective status (or emotional arousal):

1. Performance Accomplishments - The way in which one's accomplishments are acknowledged has an impact on one's self-efficacy expectations and actions.
2. Vicarious Learning - Observation and interpretation are frequently used to form beliefs. The learner can reflect on previous experiences with modeling behavior and make sense of its relevance in a new circumstance by seeing others model it.
3. Verbal Persuasion - Other people's messages have an impact on one's self-perception. Encouragement boosts self-efficacy in the workplace, while criticism stifles it.
4. Physical/affective Status - Stress and anxiety have a negative impact on learning and self-efficacy. In a supportive atmosphere, the brain performs best. As a result, settings that produce conflict may indicate a lack of self-efficacy, as well as poor engagement and outcome expectations.

Based on the impact of these four variables on self-efficacy expectations, efficacy-based interventions should broaden students' experiences and enhance the personal and environmental characteristics that lead to high levels of self-efficacy. Figure 3 illustrates significant sources of



efficacy information and the primary sources through which different modes of treatment operate.



**Figure 3**

*Efficacy Expectations*

## Empirical Studies

This literature review looked at empirical literature that informed mentoring theory. This purposive sample of studies allowed for a deeper understanding of definitions, applications, assumptions, and critiques of mentoring. The search words/terms that the researcher used were “empirical,” “supervisor,” “mentorship,” and “career.” For the literature search, a number of databases were used, including education-related databases, psychology-related databases, leadership-related databases, and other extensive internet databases such as Google Scholar.

Citation snowballing was also used. To find more recent research, the search criteria included studies from 2001 to the present and was narrowed down to peer-reviewed journal articles.

Five articles were selected based on the aforementioned search process. Among the total of 31,900 articles identified using the keyword search, studies from over 20 years ago were excluded, as well as articles that were not empirical studies. Each of the studies was evaluated in Microsoft Excel using the matrix method. Table 3 illustrates the five articles that were selected based on the application of mentoring theory in different settings.

Table 3

## Empirical Table of Mentoring Studies

Citation	Purpose	Theory	Method(s)	Sample	Key Findings
Arora, R., & Rangnekar, S. (2014). Workplace mentoring and career resilience: An empirical test. <i>The Psychologist-Manager Journal</i> , 17(3), 205–220.	To investigate the role of mentoring relationships in predicting career resilience	Mentoring; Career Resilience	Cross-sectional survey	205 managers from public and private sector organizations in North India	Psychosocial mentoring acts as a significant predictor of career resilience; however career mentoring was not found to have any significant influence on career resilience
Carraher, S., Sullivan, S. & Crocitto, M. (2008). Mentoring across global boundaries: An empirical examination of home- and host-country mentors on expatriate career outcomes. <i>J Int Bus Stud</i> 39, 1310–1326. <a href="https://doi.org/10.1057/palgrave.jibs.8400407">https://doi.org/10.1057/palgrave.jibs.8400407</a>	To investigate the effects of mentors on protégé career outcomes. To examine the impact of home- and host-country mentors upon expatriate effectiveness	International Mentoring (Mezias & Scandura, 2005)	Survey information and company records	299 expatriates (163 men, 136 women) in 10 countries	Having a host-country mentor had a significant positive effect on the expatriate's organizational knowledge, organizational knowledge-sharing, job performance, promotability, and perceptions of teamwork. Having a home-country mentor had a significant positive effect only on organizational knowledge, job performance, and promotability. Surprisingly, our results revealed that having a home-country mentor had a significant but negative effect on the expatriate's organization identification and job satisfaction. Contrary to the literature, neither type of mentoring had a significant effect on job tension.
Scandura, T. A., & Williams, E. A. (2004). Mentoring and transformational leadership: The role of supervisory career mentoring. <i>Journal of Vocational Behavior</i> , 65 (3), 448–468. <a href="https://doi.org/10.1016/j.jvb.2003.10.003">https://doi.org/10.1016/j.jvb.2003.10.003</a>	To test incremental effects of transformational leadership and mentoring over each other	Transformational Leadership; Mentoring	Questionnaire	275 employed MBAs	Respondents with supervisory mentors reported receiving higher levels of career mentoring than respondents with non-supervisory mentors. Supervisory career mentoring (SCM) and transformational leadership had incremental effects over each other for job satisfaction. SCM had mediating effects over transformational leadership for organizational commitment and career expectations. Career mentoring by non-supervisory mentors was not associated with career expectations but there were incremental effects with idealized influence and inspirational motivation for job satisfaction and organizational commitment.
Pan, W., Sun, L. & Chow, I.H.S. (2011). The impact of supervisory mentoring on personal learning and career outcomes: The dual moderating effect of self-efficacy. <i>Journal of Vocational Behavior</i> , 78, 264–273. <a href="http://dx.doi.org/10.1016/j.jvb.2010.05.001">http://dx.doi.org/10.1016/j.jvb.2010.05.001</a>	To provide a clearer delineation of factors that mediate or moderate the effect of supervisory mentoring on subordinate career outcomes.	Supervisor Mentoring; Self-Efficacy	Survey data; path analytic tests of mediated moderation	226 employees and their supervisors in four manufacturing companies in China	Employee self-efficacy has a dual moderating effect on the impact of supervisory mentoring on subordinate career outcomes. Self-efficacy moderates the mediated effects of supervisory mentoring on job performance and career satisfaction through personal learning such that the mediated effect on job performance is stronger when employees have higher self-efficacy, but the mediated effect on career satisfaction is stronger when they have lower self-efficacy.
Wronka, M. (2013). Mentoring in the concept of the learning organization in higher education – empirical research. <i>Management</i> , 17 (1), 273–290. <a href="https://doi.org/10.2478/manment-2013-0019">https://doi.org/10.2478/manment-2013-0019</a>	To answer the question: how mentoring helps to stimulate the process of organizational learning?	Learning Organization; Mentoring	Questionnaire Survey	101 students	Mentoring programs have significantly influenced students personal development.

This review also looked at empirical literature that informed self-efficacy theory. This purposive sample of studies allowed for a deeper understanding of definitions, applications, assumptions, and critiques of self-efficacy. The search words/terms that the researcher used were “empirical,” “self-efficacy,” “student,” and “career.” For the literature search, a number of databases were used, including education-related databases, psychology-related databases, leadership-related databases, and other extensive internet databases such as Google Scholar. Citation snowballing was also used. To find more recent research, the search criteria included studies from 2000 to the present and was narrowed down to peer-reviewed journal articles.

Five articles were selected based on the aforementioned search process. Among the total of 463,000 articles identified using the keyword search, studies from over 25 years ago were excluded, as well as articles that were not empirical studies. Each of the studies was evaluated in Microsoft Excel using the matrix method. Table 4 illustrates the five articles that were selected based on the application of self-efficacy theory in different settings.

**Table 4**

*Empirical Table of Self-Efficacy Studies*

Citation	Purpose	Theory	Method(s)	Sample	Key Findings
Bullock-Yowell, E., Andrews, L., McConnell, A., & Campbell, M. (2012). Unemployed adults' career thoughts, career self-efficacy, and interest: Any similarity to college students? <i>Journal of Employment Counseling</i> , 49(1), 18-30. <a href="https://doi.org/10.1002/j.2161-1920.2012.00003.x">https://doi.org/10.1002/j.2161-1920.2012.00003.x</a>	To better understand the career development of unemployed adults.	Career decision-making self-efficacy (Taylor & Betz, 1983)	Career Thoughts Inventory, Career Decision Self-Efficacy Scale-Short Form, Self-Directed Search	404 participants and 2,444 archival data participants in two distinct samples	Unemployed adults and college students differed with regard to area of career interest, with unemployed adults indicating a greater level of Realistic interest than did college students. There was no significant difference in their negative career thoughts or career decision-making self-efficacy.
Hirschi, A., Jaensch, V. K., & Herrmann, A. (2017). Protean career orientation, vocational identity, and self-efficacy: An empirical clarification of their relationship. <i>European Journal of Work and Organizational Psychology</i> , 26(2), 208-220. <a href="https://doi.org/10.1080/1359432X.2016.1242481">https://doi.org/10.1080/1359432X.2016.1242481</a>	To examine the empirical relationships and distinctness of PCO with two career attitudes conceptually closely related to PCO (vocational identity clarity and occupational self-efficacy).	Protean Career Orientation; Identity Clarity; Self-Efficacy	Survey scales	1,270 students across all majors at a German university	Results support the view that PCO acts as a facilitator in developing other career attitudes, rather than the other way around. PCO is more likely an enabler than a consequence of career meta-competencies.
Restubog, S., Florentino, A., & Garcia, P. (2010). The mediating roles of career self-efficacy and career decidedness in the relationship between contextual support and persistence. 77(2), 186. <a href="https://doi.org/10.1016/j.jvb.2010.06.005">https://doi.org/10.1016/j.jvb.2010.06.005</a>	To examine how types of contextual support (e.g., parental support and number of career counseling sessions received) influence persistence.	Social Cognitive Career Theory (Lent, Brown & Hackett, 1994)	Questionnaires	246 nursing undergraduate students	Higher parental support was related to greater career decidedness via increased self-efficacy. Students' level of decidedness on whether or not to pursue an academic program is influenced by the number of career counseling sessions received. Higher self-efficacy results in greater persistence (lower academic program turnover) via increased career decidedness.
Brown, C., Glastetter-Fender, C., & Shelton, M. (2000). Psychosocial identity and career control in college student-athletes. <i>Journal of Vocational Behavior</i> , 56(1), 53-62. <a href="https://doi.org/10.1006/jvbe.1999.169">https://doi.org/10.1006/jvbe.1999.169</a>	To explore relations between career decision-making self-efficacy, career locus of control, identity foreclosure, and athletic identity among collegiate student-athletes	Self-Efficacy (Bandura, 1977), Locus of Control (Rotter, 1966)	Questionnaires	189 Division I collegiate student-athletes (117 males and 72 females) currently enrolled in three midwestern universities.	Hours of sport participation, identity foreclosure, and career locus of control inversely related to career decision-making self-efficacy. Extensive hours in sport participation, failure to explore alternative roles, and the belief that one's career outcomes are unaffected by one's actions associated with lower self-efficacy for career decision-making
DeWitz, S. J., & Walsh, W. B. (2002). Self-efficacy and college student satisfaction. <i>Journal of Career Assessment</i> , 10(3), 315-326. <a href="https://doi.org/10.1177/10672702010003003">https://doi.org/10.1177/10672702010003003</a>	To narrow in on the relationship between perceived self-efficacy (i.e., college, social, and general) and one affective variable, college	Self-Efficacy (Bandura, 1977),	Questionnaires	312 undergraduates enrolled in an introductory psychology course at a large midwestern university.	College self-efficacy was significantly associated with college satisfaction, whereas the other two measures of self-efficacy (i.e., social and general) did not account for any unique, additional variance.

## Conclusion

Based on insights from a review of the literature, activities within a highly impactful student employment program may include the following interventions: (a) establishment of foundational requirements or criteria to ensure preparedness and clarity regarding student and employer goals and expectations; (b) cultivation of a supportive student-supervisor relationship in which the supervisor provides guidance and constructive feedback; (c) frequent opportunities for student articulation of learning and reflection on the connections between the student's experience, their coursework, and long-term career goals; (d) engagement in both planned and authentic programming that allows for application of classroom learning, exploration of professional skills, and the development of relevant learning outcomes; and (e) acknowledgment and documentation of student growth, contributions, and commitment during and after the experience (Burnside et al., 2019).

## Purpose and Research Questions

The purpose of this study was to investigate how to guide student supervisors in providing mentorship that develops career competencies and self-efficacy of undergraduate student employees. All interventions were devised and applied to the liberal arts division of Champion University. This was done in an effort to identify insights gained from the organization's attempt to be more effective and intentional with providing high-impact experiential learning opportunities through campus employment to develop career competencies of students. The research questions guided this study were:

1. *What can be learned at individual, group, and system levels that advances theory and practice in an action research project guiding supervisors in developing career competencies of student employees?*

*1a. What impact does a mentorship program have on developing career competencies and self-efficacy of undergraduate student employees?*

*1b. What impact does a community of practice have on student supervisors?*

## CHAPTER 2

### METHODOLOGY

The rising cost of attending college and the need for students to gain valuable skills continue to add to the pressures of gaining valuable career-relevant experiences and skills before graduation, which are among the reasons many students work while in college. With approximately 80% of college students participating in some form of paid employment, working students represent a large portion of the student population on many college campuses (Carnevale et al., 2015).

For many students, their on-campus job is their first “professional” job. It can be a challenging transition for students who may not have experience in a professional setting or have not had a good example of professional decorum. Supervisors often serve as the primary facilitators of professional development and learning opportunities for student employees, and the extent to which supervisors are supported can determine whether an employment experience is menial or meaningful (Burnside et al., 2019). This study investigated the impact of a structured student employment program on student supervisors as well as student employees.

The following research questions were explored:

1. *What can be learned at individual, group, and system levels that advances theory and practice in an action research project guiding supervisors in developing career competencies of student employees?*
  - 1a. *What impact does a mentorship program have on developing career competencies and self-efficacy of undergraduate student employees?*

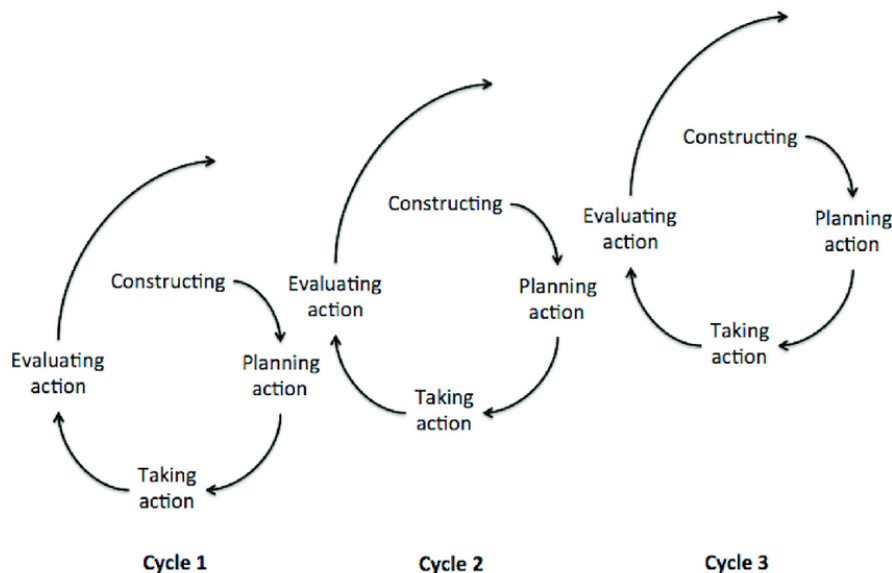


*1b. What impact does a community of practice have on student supervisors?*

### **Overview of Action Research Methodology**

Action research (AR) was the methodology chosen to address the aforementioned research questions. AR is a practice for the systematic development of knowing and knowledge but based in a rather different form from traditional academic research (Reason & McArdle, 2008). It brings about change in organizations and is intended to contribute to basic knowledge (Coghlan, 2007). Action research also involves creating spaces in which participants engage in cycles of action and critical reflection (Reason & McArdle, 2008). The cycles are based on Lewin's action research model, which includes analysis, planning, acting, observing, and reflecting (Dickens & Watkins, 1999). Coghlan's (2019) action research framework for conducting insider action research was the specific AR approach used.

As shown in Figure 4, the cycle consists of four basic steps: (1) constructing, (2) planning action, (3) taking action, and (4) evaluating action.



**Figure 4**

*Coghlan's Action Research Cycle for Insider Research*

Prior to the constructing phase, Coghlan illustrates a context and purpose pre-step.

The general premise of action research is a collaborative process that involves iterative cycles (Coghlan, 2007; Dickens & Watkins, 1999; Perry & Zuber-Skerritt, 1992; Reason & McArdle, 2008). These multiple action research cycles operate concurrently but could have differing timelines. Action research in an organization setting aims to contribute both to more effective work practices and better understand the processes of organizational change (Reason & McArdle, 2008). Reflection involves exploring links between behavior and outcomes, questioning ideas and assumptions, and seeking understanding (Coghlan, 2019).

Action research involves first-, second-, and third-person practice to engage the interplay between our own experiences and behavior, those of our immediate peers, and those of the wider organization (Reason & McArdle, 2008). First-person research aims to understand the linkage between an individual and the organization, while second-person research involves engaging others in the research conversation and action. Third person research then explores the interdependence between groups, as groups do not work on their own. Of Coghlan's four quadrants of intended self-study in action of the researcher and the system, this project was intended to fall within quadrant four. Quadrant four delineates that the action research will facilitate self-study at both the researcher and the organization level to bring about a large-scale transformational change.

Coghlan (2007) suggests that research can be affected when insiders consider action research in their own organization. Because the insider action researcher role is added, the role duality was a challenge that had to be maintained. Being familiar with the organization and the people inside of the organization was helpful in managing the change project, but preconceived notions could have compromised the objectivity of the study.

The change was necessary due to the constantly evolving needs of college students and potential employers. In order to prepare students to enter the workforce, they must be equipped with the knowledge as well as experiences that they can apply to their chosen professions. If the change was not made, then the organization risked the possibility of industry leaders taking notice of unprepared graduates and devaluating the quality of education provided by the institution.

Action research was an appropriate method to implement this change project due to the collaborative nature of learning from and with the research participants. Because the organization can tend to be ineffective at change processes that do not involve those affected most by the change, action research could provide the buy-in necessary to facilitate the change and maintain it. Both students and supervisors could benefit greatly from the project. Students were able to develop essential competencies needed to prepare for success in their chosen careers and become holistic individuals that are ready to make a difference in a global society. Supervisors would be able to develop leadership skills by employing best practices to facilitate the learning and development of their student employees. Overall, the outcome of this project was to fulfill the overall mission of the organization.

### **Quality and Rigor**

The project was conducted with high regard for ethics and accountability. All participants provided informed consent and were free to voluntarily withdraw from the study at any time. Reflexivity was captured by keeping a reflection journal, in which I could maintain transparency and reflect on how I was shaping and being shaped by the research project. Data was securely stored and fully analyzed to explore the research questions.

## **Research Participants**

The two target groups involved in this action research study included student supervisors and student employees. The student supervisors were selected via volunteer sampling, which is a non-probability sampling strategy in which potential participants volunteer to be a part of the study. This strategy was implemented to encourage a wider number of participants. Inclusion criteria included the following:

- Full-time employee of the university.
- Direct supervisor of undergraduate students employed within a department/unit of the liberal arts division through the Federal Work-Study Program or a paid student assistantship.
- Supervise student employees who work 10-20 hours per week.

Emails were sent to potential participants to solicit their involvement. To ensure a wide variety of participants from across the division, the expectation was to solicit participants who represent the four major disciplines of the division: computational sciences, humanities, natural sciences, and social sciences. Upon consent to participate, supervisors were then instructed to complete a pre-survey. There were no foreseeable risks to this participant group and the benefit of participating in the action research study was leadership development.

Another target group were student employees, who were selected via purposive sampling. Purposive sampling is a non-probability sampling method in which the researcher relies on their own judgment when selecting participants (Black, 2010). Because the study explored relationships between the supervisor and the employee, students were asked to

participate due to the involvement of their respective supervisors. The criteria for student employees were as follows:

- Full time undergraduate student.
- Employed in a department/unit of the liberal arts division via the Federal Work-Study Program or a paid student assistantship.
- Work a total of 10-20 hours per week.

A third target group involved in the study was the action research team. This group was selected via purposive sampling and comprised of 4-5 individuals that have a vested interest in the topic and could provide relevant insight and expertise to guide interventions.

### **Data Collection Methods Overview**

The project was conducted via action research using multiple sources of data. Beyond the preliminary data that was collected, Table 5 highlights other data that the action research team gathered for better understanding of the overarching problem.

**Table 5**

#### *Sources of Data*

Data	Type	Source	Purpose
Other student employment programs across the university	Qualitative	Student Affairs Honors College	To gain a sense of what other divisions are doing and utilize data to facilitate interventions.
Focus Groups	Qualitative	Career Services Quality Enhancement Plan Black Student Achievement Student Affairs	To gather feedback from professionals across the university that have a vested interest in the topic.
Federal Work-Study Guidelines	Qualitative	Financial Aid Office	To understand the expectations mandated from the federal government

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towards federal work-study students.

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Data was then collected to gain a better understanding of the division in which the action research project was to take place (liberal arts division of a large, public institution in the Southeast). Table 6 details student employment data that was collected.

**Table 6**

*Sources of Student Employment Data*

Data	Type	Source	Purpose
Number of student employees	Quantitative (e.g., Student Assistant or FWS)	Division HR Office	To identify the number of students that could potentially benefit from this study.
Supervisors	Quantitative (e.g., Department Specialist, Admin Assistant, Other, etc.)	Division HR Office	To identify the roles within the division that serve as supervisors and to strategically plan interventions for this population.
Departments	Quantitative (e.g., which departments, how many students each, etc.)	Division HR Office	To identify how the needs of each department vary across the division.
Pay rates	Quantitative (e.g., above average, or below average)	Division HR Office	To compare pay rates across positions and departments.
Funding source	Quantitative (e.g., Government or Department)	Division HR Office	To identify the available funding across departments.
Employment periods	Quantitative (e.g., one semester, one year, or more)	Division HR Office	To identify the average length of employment across departments. This could assist the AR Team in purposive sampling.
Student Job Descriptions	Qualitative	Handshake	To identify job responsibilities of various positions across the division.

This information was helpful in analyzing the current state of student employment and in assisting the action research team with designing interventions that led the project toward the future state.

### ***First-Person Learning***

Being an insider allowed me as the researcher to analyze factors that may have hindered or encouraged successful implementation of this change initiative. It was encouraging that the current culture allowed stakeholders to work in ways that supported the future state because of a culture that wants our students to succeed. However, changes in the organization, and specifically in the division, created some challenges.

As the insider, I utilized journaling practices to document my own reflections, learning, and development through the action research process. Schein's ORJI model is an example of a technique that was used to focus on what went on inside my head and how it affected my covert behavior (Coghlan, 2019). The ORJI Model (Observation, Response, Judgment, Intervention) first concentrates on an area that is often overlooked and underappreciated, namely the impromptu response to an event. It offers a framework for learning how to identify emotions and distinguish them from mental processes. Secondly, it incorporates an organized reflective procedure that proceeds from action to judgement to reaction to observation.

### ***Second-Person Learning***

Table 7 outlines data that was collected to capture second-person learning that would inform and evidence how the action research team affected and was affected by the work of the project.

**Table 7***Second-Person Data Collection*

Data Collection Method	Target Group	Instrument Name & Description
<i>AR team meetings</i> - Action research team members, inclusive of the researcher, participated in team meetings approximately once every 4 weeks; each meeting lasted approximately 1-2 hours.	AR Team	None. Meeting agendas set as project evolved.
<i>End of project interviews</i> - Conducted by the researcher with each member of the action research team.	AR Team	A semi-structured interview protocol used to understand the experience of AR team members.

Data was also collected from surveys and interviews. Table 8 shows the data that was collected from student supervisors.

**Table 8***Student Supervisor Data*

Data Collection Method	Target Group	Instrument Name & Description
Survey	Student Employee Supervisors	A questionnaire designed by the researcher to assess supervisors' initial perception of their own supervisory skills and mentorship goals.
Survey	Student Employee Supervisors	A questionnaire designed by the researcher to assess how perception of mentor/mentee relationship with student employees has changed over the course of the semester.
Survey	Student Employee Supervisors	A questionnaire designed by the researcher to assess the effectiveness of training workshops organized for student employee supervisors. Survey consists of questions using a 5-point Likert scale along with open-ended questions.
Interview	Student Employee Supervisors	A semi-structured interview protocol to use to understand the experience of student supervisors and gain reflective perspective.



Table 9 shows the data that was collected from student employees:

**Table 9**

*Student Employee Data*

Data Collection Method	Target Group	Instrument Name & Description
Survey	Student Employees	A questionnaire designed by the National Association of Colleges and Employers (NACE) and revised by the researcher to assess initial perception of students' proficiency of the 8 NACE career competencies.
Survey	Student Employees	A questionnaire designed by the National Association of Colleges and Employers (NACE) and revised by the researcher to assess student's proficiency of the 8 NACE career competencies at the end of the semester. Questions include a 5-point Likert scale as well as open ended questions.
Survey	Student Employees	A questionnaire designed by the researcher to assess the effectiveness of training workshops organized for student employees. Survey consists of questions using a 5-point Likert scale along with open-ended questions.
Interview	Student Employees	A semi-structured interview protocol to understand the experience of student employees and gain reflective perspective.

According to the National Association for Colleges and Employers (NACE), the following career-readiness competencies have been identified as the competencies that employers value most (2020):

1. Career and Self-Development
2. Communication
3. Critical Thinking
4. Equity and Inclusion
5. Leadership

6. Professionalism
7. Teamwork
8. Technology

The NACE competencies are indicators that were measured in identifying the outcome of the project.

### **Measures**

Mentorship was measured using the Mentoring Functions Questionnaire-9 (MFQ-9; Castro et al., 2004). The original 15-item Scandura and Ragins (1993) measure was modified and reduced to nine items. Three items were retained for each dimension (career support, psychosocial support, and role modeling).

Self-efficacy in the study was measured using the New General Self-Efficacy Scale (NGSE; Chen et al., 2001). The NGSE is an 8-item measure that assesses how much people believe they can achieve their goals, despite difficulties. It was developed to measure individuals' perception of their ability to perform across a variety of different situations.

Career competencies were measured using the 2022 NACE Student Survey for Bachelor's and Graduate Students. The survey asks about the use of career services and questions related to college recruiting, internships, jobs, and employment preferences. It was modified to only include sections relevant for this study, which includes a 15-item set to gauge the actual work experience and an 8-item set to gauge proficiency of the NACE competencies.

### **Trustworthiness**

Lincoln and Guba (1985) proposed four criteria to develop trustworthiness in qualitative research: credibility, dependability, confirmability, and transferability. A fifth criterion, authenticity, was added in 1994. Researchers can utilize specific strategies to address those

criteria. Triangulation involves using multiple sources of data to produce understanding. Because a single method can never adequately shed light on a phenomenon, using multiple methods can assist in fostering deeper understanding (Cuba & Crabtree, 2006). An audit trail is a collection of materials and notes that document the researcher's decisions and assumptions during the research process (Cope, 2014). Member checking is a critical phase in qualitative research that greatly improves credibility. When the data analysis is complete, the researcher sends out a summary of the topics that emerged and asks the participants for feedback or a member check (Cope, 2014).

If the researcher has correctly evaluated the data, the informants should be able to validate the conclusions through this method. Another person can then review the audit trail and draw the same study conclusions. At every stage of the research process, reflexivity is an attitude of paying systematic attention to the context of knowledge development, particularly the researcher's effect (Cohen & Crabtree, 2006). Table 10 shows how I planned to achieve trustworthiness with various sources of data as it pertains to this action research study.

**Table 10**

*Strategies for Achieving Trustworthiness*

Collection Method	Triangulation	Audit Trail	Member Check	Reflexivity
Interviews/Focus Groups	X	X	X	X
Survey	X			
Online Reflections		X	X	X
Meeting Notes		X		X
Researcher Notes		X		X
Organization Documents	X		X	
Subjectivity Statement				X

**Data Collection**

Table 11 shows survey and interview data that was collected from the participants of this study:

**Table 11***Overview of Data Collection Plan*

Data Collected	Sample, Participant Groups	Timeline for Data Collection	Analysis Strategy
<b>CYCLE 1</b>			
Qualitative: Critical Incident Interviews	Former Student Employees	October, 2021	Coding and interpreting in NVivo
<b>CYCLE 2</b>			
Quantitative: Pre-Survey	Student Supervisors & Student Employees	August, 2022	Descriptive Statistics in SPSS
Quantitative: Post-Survey	Student Supervisors & Student Employees	December, 2022	T-Test to analyze difference in pre-survey and post-survey
Quantitative: Post-Survey	Student Supervisors & Student Employees	December, 2022	Regression to analyze effects of mentorship and self-efficacy on career competencies
Quantitative: Post-Survey	Student Employees excluded from mentorship program	December, 2022	T-Test to analyze difference in student groups (in mentorship program and not in mentorship program)
Quantitative/Qualitative: Feedback from training interventions	Student Supervisors & Student Employees	August-November, 2022	Descriptive Statistics in SPSS
Qualitative: Interviews	Student Supervisors & Student Employees	December, 2022	Coding and Interpreting in NVivo
Quantitative/Qualitative: AR Team Feedback	Action Research Team	February, 2023	Descriptive Statistics in SPSS and coding/interpreting in NVivo
<b>CYCLE 3</b>			
Quantitative: Pre-Survey	Student Supervisors	March, 2023	Descriptive Statistics in SPSS

Quantitative: Post-Survey	Student Supervisors	May, 2023	Descriptive Statistics in SPSS
Quantitative: Post-Survey	Student Supervisors	May, 2023	T-Test to analyze difference in pre- survey and post- survey
Qualitative: Interviews	Student Supervisors & Action Research Team	June-July, 2023	Coding and Interpreting in NVivo

Pre- and post- survey data was collected from the student supervisors. Once the participants were identified, they received an electronic survey via Qualtrics at the beginning of the Fall 2022 semester. At the end of the Fall 2022 semester, the post-survey was administered.

The pre-intervention survey consisted of three sections. The first section was designed to collect demographic information. Example questions included department information, number of years supervising students, and types of students supervised. The second section asked the participant to rate the importance of each NACE competency for student employees to be successful in that particular department. Choices included a five-point Likert scale with responses of *not at all*, *not very much*, *somewhat*, *very much*, and *extremely*. The third section gave seven statements and asked the participants to rate their perception of themselves as a student supervisor/mentor in those statements. Example statements included, “I provide fair performance evaluations for student workers,” and, “I ensure student workers understand mistakes and how to correct them.” Choices included a five-point Likert scale with responses of *not at all*, *not very much*, *somewhat*, *very much*, and *extremely*.

The post-intervention survey consisted of five sections. The first section provided 10 statements and asked participants to rate their agreement with those statements. Example statements included, “I provided work duties that were meaningful,” and, “This work experience

required my mentee to use a number of complex or high-level skills.” The second section asked participants to rate how much they provided opportunities for their mentee to improve proficiency in each of the eight NACE competencies. Choices included a five-point Likert scale with responses of *not at all*, *not very much*, *somewhat*, *very much*, and *extremely*.

The third section was open-ended and asked participants to provide specific examples of how they were able to help develop each of the eight NACE competencies. Section four was identical to the third section of the pre-intervention survey. Seven statements were provided, and choices included the same five-point Likert scale as mentioned earlier. The fifth section asked open-ended questions such as, “What have you learned about yourself during this experience?” and, “What do you need to improve the experiential learning environment for your student employees?” Refer to Appendix A and B for the complete pre- and post-intervention surveys, respectively.

Pre- and post- survey data was also collected from the student employees. Similar to the student supervisors, once the participants were identified, they received an electronic survey at the beginning of the Fall 2022 semester via Qualtrics. At the end of the Fall 2022 semester, the post-survey was then administered.

The pre-intervention survey consisted of four sections. The first section was designed to collect demographic information. Example questions included classification, major, and department of employment. The second section asked the participants to rate their level of proficiency for each of the eight NACE competencies. Choices were on a five-point Likert scale and included the following: No level of proficiency (no experience), low level of proficiency (little experience), average level of proficiency (some experience), moderately high level of proficiency (good experience), and high level of proficiency (extensive experience). In the third

section, participants were asked to rank the eight NACE competencies in the order of which they would like to develop them during the semester. The fourth section measured self-efficacy using an eight-item set by Chen et al. (2001). Example questions included, “In general, I think that I can obtain outcomes that are important to me,” and, “I am confident that I can perform effectively on many different tasks.”

The post-intervention survey consisted of four sections. The first section asked participants to rank their proficiency for each of the eight NACE competencies. Choices were on a five-point Likert scale ranging from the following: none, low, average, moderately high, and high. Participants then had an opportunity to provide specific examples of how they were able to develop each of the competencies. The second section provided 15 statements and asked respondents to rank their agreement with each statement. Example statements included, “My supervisor provided me with enough support while was doing the work,” and, “My work experience taught me a lot of things that I never would have been able to learn in the classroom. Choices were on a five-point Likert scale.

The third section measured three constructs of mentoring: career support, psychosocial support, and role modeling. An example question for career support was, “My mentor has devoted special time and consideration to my career.” An example question for psychosocial support was, “I share personal problems with my mentor.” An example question for role modeling was, “I admire my mentor’s ability to motivate others. Choices were on a five-point Likert scale from “strongly disagree” to “strongly agree.” The fourth section measured self-efficacy using the same eight-item set by Chen et al. (2001) that was used in the pre-intervention survey. Refer to Appendix C and D for the complete pre- and post-intervention surveys, respectively.

A similar version of the post-survey was also administered to student employees who were not in the mentorship program. Once potential participants were identified, they received an electronic survey at the end of the Fall 2022 semester via Qualtrics. Refer to Appendix E for the complete survey.

### **Data Analysis Procedures**

Statistical analyses, including descriptive statistics and inferential analyses such as regression were used to examine the hypothesized model, exploring interrelationships between mentoring, self-efficacy, and career readiness. The analysis process differed based on the type of data that was collected and incorporated both content analysis and statistical analysis. For qualitative data collected from documents, observations, interviews, and focus groups, Creswell and Creswell (2018) provide multiple levels of analysis to validate the accuracy (trustworthiness) of the information as follows: (1) Organizing and preparing the data for analysis; (2) Reading or looking at all the data; (3) Coding all of the data; (4) Generating a description and themes; (5) and interpreting meaning of the description and themes (pp. 268-270). In addition, for analysis of qualitative data, triangulation and member checking were used to ensure trustworthiness.

For quantitative analysis, the steps involved for statistical analysis for the survey results will be outlined. Analysis will include means, standard deviations, and ranges of scores as well as procedures to check for response bias. Correlations between key outcome and demographic categories were examined by conducting t-tests and regression analysis of the data. Regression was used to analyze the effects of mentorship on career competencies and self-efficacy. T-Tests were used to analyze differences of the pre-surveys and post-surveys, as well as to analyze the differences of results from students in the mentorship program with those that were not in the



program. This data was shared with the action research team and used to identify subsequent interventions.

### **Validity and Reliability of Data Collection Methods**

Validity refers to standardized measurement and assessment in quantitative methods. Potential threats to validity include study attrition, which occurs when participants drop out during the study. In an effort to minimize this, I planned to recruit a large enough sample to account for student supervisors or student employees that drop out of the study.

Regarding the Mentoring Functions Questionnaire, the correlation between the 15-item scale and the MFQ-9 scale was very high ( $r = .94$ ), indicative that these two measures assess the same global construct (Castro et al., 2004). The hierarchical regression results also supported the convergent validity of the MFQ-9. It appears to assess the same global mentoring construct as Ragins and McFarlin's measure. Based on these results, the convergent and discriminant validity of the MFQ-9 was considered to be strongly supported (Castro et al., 2004).

Reliability is empirically determined and refers to the consistency or stability of scores (Yin, 2018). A reliability coefficient (Cronbach alpha) of .60 or higher was sought to ensure reliability of the data. The test-retest reliability coefficients for the 8-item NGSE scale were high, (0.62). Thus, the final 8 NGSE items yielded a scale that is theory based, unidimensional, internally consistent, and stable over time (Chen et al., 2004).

### **Subjectivity Statement**

As a former student employee who benefitted from a mentor that was instrumental in my development as a student, I know that those experiences aided in my success as a college graduate. Because of that, it could have led to bias towards a successful result of this research.

Since mentoring worked for me, I could have molded the project in a way that seemed like it would benefit participants, especially the student employees.

Relevantly, my past professional roles in student affairs, specifically student leadership and development programs, could have led me to suggest and eventually direct interventions without the appropriate input from the action research team and/or participants of the study. This would lead to bias towards facilitating development more for student employees than developing student supervisors as well.

Being a black male that has experienced challenges in the workplace because of those characteristics, I take special care to ensure students that look like me can prepare themselves to navigate the reality that they will most likely experience challenges that are no fault of their own. This would have led to bias towards greater enthusiasm to recruit a certain demographic of participants and bias towards their success in the program.

Lastly, I had to recognize my positionality in the study as a member of the Dean's Office for the division in which participants were a part of. I understood that this allowed me access to resources and information, but I also understood that my position could deter participation. Also, being an insider in the organization could have made me biased towards certain sentiments because of my own experiences within the organization.

Upon realization of these biases, I understood that I must conduct research with an unbiased lens and embrace the fact that all participants would not have the same experience that I had. In order for this project to be successful, it would take a mutually beneficial relationship between student employees and their supervisors.

## **CHAPTER 3**

### **THE AR STORY**

#### **Mentoring in the Movements**

A concerto is a piece of classical music that features one or more soloists along with the orchestra with three contrasting movements. The history of the word "concerto" is murky. Historians debate whether it derives from the Latin root of "contest" and "contrast," which imply to work in opposition, or the Italian origin of words like "concord" and "consensus," which mean to work together. Since the soloist collaborates with the orchestra and faces off against it, either of these definitions can be used.

A conductor gives the music a united perspective. Most essential, the conductor thinks through every detail of the music and how to make it as motivating and brilliant as possible. The conductor keeps time and gets the players ready in rehearsal. After that, they collaborate with the orchestra to bring that vision to life.

Throughout this action research study, I have felt as though I was conducting a musical concerto. My role has been to collaborate with our stakeholders and guide where needed to facilitate a change that would be motivating and inspirational. This chapter embarks on the musical journey of how I conducted three cycles, or movements, of this action research concerto.

#### **Introduction to the Context**

As I began my college search during my senior year of high school, I knew that I wanted to relocate out of my hometown. As a sheltered kid who had never left my hometown for more than a few days, I was eager to venture away and explore other cities. After coming to the

realization that my parents had no college fund set aside for me, I knew that the major obstacle for me to get away was finances. The only way it was going to be possible for me to leave home was to utilize financial aid. When exploring financial aid packages, it included grants, scholarships, loans, and federal work-study. My parents were against loans and federal work-study, so that was taken off the table. They did not want me to struggle with the financial burden of student loan debt like so many students before me. They also felt that working while in college would be a distraction to my academic responsibilities, so I financed my way through college through scholarships and grants alone.

During the latter part of my undergraduate years, I was provided an opportunity to work alongside my mentor as a federal work-study student. Although I was hesitant to pursue the opportunity due to the negative feelings of student employment instilled in me by my parents, I did it anyway, and it was one of the best decisions of my undergraduate career. I could continue doing the work that I was already doing, but I was then able to benefit from the bonus of gaining extra funds.

Now, as a higher education administrator, I strive to promote the positive aspects of student employment and provide opportunities for students to learn and develop from a multitude of experiences and mentorship. Because of that, I have used my experiences and knowledge to serve as a mentor to my students and assist with guiding them on their own journeys. As someone who personally benefited from the positive impact of student employment, I am dedicated to ensuring students benefit from it as well and develop critical competencies that are necessary for success in their chosen careers.

## **My Role**

I began my journey at Champion University in 2017 when I was hired to fill a new position within the liberal arts division as conference and program services coordinator. In this role, I am responsible for providing consulting services to all departments and centers within the division regarding events, programs, conferences, meetings, etc. I also oversee the day-to-day operations of the division's own event spaces, which includes managing space reservations, event logistics, facilities management, and revenue generation. I am also a student supervisor, in which I employ up to five federal work-study students and student assistants at any given time.

As the first person in this role, I have been able to mold the position based on my specific skills to meet the changing needs of the division. Because my position requires me to work with many individuals within the division and across the university, I have access to executive leadership within the division and have been able to create trust through my strong work ethic and track record of success in managing various projects. I have also been able to cultivate positive relationships with department leaders and personnel through my interactions with them over the years.

## **The Organization**

Champion University is a large public research institution located in the Southeast. Campus employment for undergraduate students at Champion University primarily consists of two categories: student assistantships and federal work-study (FWS). Student assistantships are employment opportunities offered by individual departments within the University. The departments create the job description, hiring qualifications, compensation rate, and they pay students directly from their budgets. The Federal Work-Study Program allocates funding from the U.S. Department of Education to provide part-time employment for students based on

financial need. If students qualify, they can apply for FWS positions offered by individual departments. The departments still create the job duties, hiring qualifications, and compensation rate, but the students receive most of their pay from the United States Department of Education. Because of limited salary budgets for many departments, FWS students can be in high demand.

The setting for the action research project is the liberal arts division of Champion University. The division houses the departments that are responsible for each student's core curriculum and includes a multitude of research centers and institutes.

### **Problem Statement**

If institutions of higher learning have a mission of providing developmental experiences to students, and students are not prepared with relevant career competencies to enter the professional world, more must be studied about that gap and how to address it. This action research project intends to highlight the importance of work-based experiences outside of the classroom to achieve this aim.

### **Action Research**

Action research was the methodology chosen to address the research question and the study consisted of three cycles. Table 12 highlights each cycle of the project, indicated as musical movements. The phases of action research for each movement are also highlighted. This includes constructing action, planning action, taking action, and evaluating action (Coghlan, 2019). Each movement has a contrasting balance of activities related to each phase. In this chapter, each movement will be discussed in detail, as well as the findings of each cycle.

**Table 12***Summary of Action Research Cycles*

MOVEMENT I	Timeline	Interventions
Context and Purpose	Spring-Summer, 2021	Organizational Approval, IRB Approval, Logic Model
Constructing Action	Fall, 2021	AR Team Formation
Planning Action	Fall, 2021-Spring, 2022	AR Team Meetings
Taking Action	Spring, 2022	Critical Incident Interviews
Evaluating Action	Spring-Summer, 2022	Qualitative Analysis
MOVEMENT II	Timeline	Interventions
Constructing Action	Summer-Fall, 2022	--
Planning Action	Summer-Fall, 2022	AR Team Meetings
Taking Action	Fall, 2022	Mentorship Program
Evaluating Action	Fall, 2022 – Spring, 2023	Survey Data. Interviews
MOVEMENT III	Timeline	Interventions
Constructing Action	Fall, 2022 – Spring, 2023	--
Planning Action	Fall, 2022 – Spring, 2023	AR Team Meetings
Taking Action	Spring, 2023	Supervisor Community of Practice
Evaluating Action	Spring-Summer, 2023	Survey Data, Interviews

**Cycle 1 – Movement I**

In a concerto, the first movement is usually a lively opening to the piece. It is often the longest movement and is usually written in sonata form. In sonata form, there are three sections: the exposition, the development, and the recapitulation. Following the overview of the intervention plan in Table 13, Movement I will be described in those three sections.

**Table 13***Cycle 1 Summary of Interventions*

Timeline	Proposed Intervention	Justification & Anticipated Outcomes	Resources Needed
<b>CONTEXT AND PURPOSE</b> <i>To understand the need for change - To build change relationships</i> <i>To enlist the core change team</i>			
March, 2021	Conduct Focus Group	To gather insight, perspectives, and feedback from professionals across the university that have a vested interest in the topic.	Zoom Meeting
April, 2021	Secure Support from Organization	To acquire consensus of the existing problem and a commitment to conduct the project within my organization.	Project Sponsor Letter
2021	Form Action Research Team	To collaborate, review data, and make decisions regarding the project.	Microsoft Teams
2021	Burke-Litwin Model	To identify driving and restraining forces.	N/A
<b>CONSTRUCTING</b> <i>To discover what needs to change</i>			
May-June, 2021	Collect Data – <i>Other student employment programs across the university</i>	To gain a sense of what other divisions are doing and utilize data to facilitate interventions.	N/A
July, 2021	Collect Data – <i>Number of Student Employees</i>	To identify the number of students that could potentially benefit from this study.	Division HR Office
July, 2021	Collect Data – <i>Supervisors</i>	To identify the roles within the division that serve as supervisors and to strategically plan interventions for this population.	Division HR Office
July, 2021	Collect Data – <i>Departments</i>	To identify how the needs of each department vary across the division.	Division HR Office
July, 2021	Collect Data – <i>Pay Rates</i>	To compare pay rates across positions and departments.	Division HR Office
July, 2021	Collect Data – <i>Funding Source</i>	To identify the available funding across departments.	Division HR Office
September, 2021	Gain IRB Approval	To be able to move forward with research on human subjects.	IRB Application
September 28, 2021	Gain Research Proposal Approval	To explain research project and receive feedback and approval from faculty and major professor.	CMS 1



October, 2021	Collect Data – <i>Employment Periods</i>	To identify the average length of employment across departments and assist in purposive sampling.	Division HR Office
October, 2021	Collect Data – <i>Student Job Descriptions</i>	To identify job responsibilities of various positions across the division.	Division HR Office; HandShake
October, 2021	Collect Data – <i>Federal Work-Study Guidelines</i>	To understand the expectations mandated from the federal government towards federal work-Study students.	Financial Aid Office
<b>PLANNING ACTION</b> <i>To develop change strategies - To organize for implementation</i>			
December 10, 2021	Hold AR Team Meeting	To discuss data, insights, and plan future interventions.	Microsoft Teams; Data
January 28, 2022	Hold AR Team Meeting	To discuss data, insights, and plan future interventions.	Microsoft Teams; Data
March 18, 2022	Hold AR Team Meeting	To discuss data, insights, and plan future interventions.	Microsoft Teams; Data
May 19, 2022	Hold AR Team Meeting	To discuss data, insights, and plan future interventions.	Microsoft Teams; Data
June 23, 2022	Hold AR Team Meeting	To discuss data, insights, and plan future interventions.	Microsoft Teams; Data
July 21, 2022	Hold AR Team Meeting	To discuss data, insights, and plan future interventions.	Microsoft Teams; Data
<b>TAKING ACTION</b> <i>To execute and manage the change</i>			
October, 2021	Conduct CIT Interviews	To gather stories from key stakeholders that assist in framing the problem and identifying key themes	Microsoft Teams; CIT Questions
<b>EVALUATING ACTION</b> <i>To review and keep the change on track - To evaluate effectiveness and impact</i> <i>To learn from the change experience</i>			
December, 2022	Analyze Data	To identify trends and guide subsequent interventions.	Qualtrics

## The Exposition

The exposition is the initial presentation of the thematic material of the movement. In the context of this study, the problem, theoretical framework, and stakeholder analysis began taking shape. After planning an initial timeline of how the study would run, there was a bump in the road almost immediately. In July 2021, the liberal arts division underwent a staff reorganization

due to the effects of the COVID-19 global pandemic. This reorganization centralized many critical functions into a team structure. Although there were no reductions in force, many department-level staff members had to reapply for other positions within the new team structure, which would shift their duties and responsibilities.

The original timeline was to initiate a mentorship program between student employees and their supervisors in the Fall 2021 semester, but this had to be delayed due to the chaos stemming from the staff reorganization. Division leaders wanted to ensure that the staff involved in the project had time to adjust to their new roles before embarking on the added activities of a research project. Instead, the first cycle was used to spend more time to understand the problem, form the action research team, and plan the mentoring program.

### ***Problem Framing***

The problem being addressed is that the organization's strategic plan promises to establish new pathways that facilitate seamless college to career transitions for students; however, students are not developing the competencies needed to transition from college life to their career. This is evidenced through feedback from graduates indicating that they have been unable to land permanent positions<sup>2</sup>. Default rates on federal student loans have increased and the number of graduates seeking waivers to defer payments to the federal government grew by 20%. These were two reliable indicators of the failure of graduates to find well-paying employment. Faculty members and administrators have also received feedback from potential employers stating that our students looked great on paper but did not interview well or they were not "polished" compared to other applicants. Another problem being addressed is that student

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<sup>2</sup> According to Champion University's QEP Proposal

supervisors are not equipped with the resources or support to adequately provide mentoring to their student employees.

Institutions of higher learning generally seek to provide students with experiential learning, professional development, and tools for contributing to a diverse global society. However, many students are not able to connect their learning to their career interest. As a result, graduates do not feel confident that they have acquired the job competencies to be successful when entering their profession. If institutions of higher learning have a mission of providing developmental experiences to students, and students are not prepared with the job competencies to enter the professional world, more must be known about that gap and how to address it. The purpose of this study was to investigate how to guide student supervisors in providing mentorship that develops career competencies and self-efficacy of undergraduate student employees. The functions of mentoring: career development, psychosocial support, and role modeling, are used as a guiding framework for the various behaviors supervisory mentors can demonstrate that engender positive results for their direct reports and proteges (Allen et al., 2004; Dickson et al., 2014).

## **The Development**

Development in music is the method used to convey a melodic concept throughout a work. The development in this research study included gaining organizational support, conducting a stakeholder analysis, forming the action research team, and proposing interventions.

## ***Stakeholders***

The main stakeholder groups that were involved in and affected by this project include the following: (a) Division Leadership, (b) Student Employee Supervisors, (c) Student

Employees, and (d) Career Services. It is recognized that external stakeholders exist, including employers, but the primary focus of this project was centered around stakeholders internal to the organization. Initial interviews with individuals from each stakeholder group were conducted to gauge interest in the issue and to begin gathering data from influential stakeholders related to the issue.

### ***Action Research Team***

The action research team consisted of 4-5 colleagues who were selected via purposive sampling. Purposive sampling is a non-probability sampling method in which the researcher relies on their own judgment when selecting participants (Black, 2010). This method was chosen to ensure representation from various stakeholder groups that have a vested interest in the topic and could provide relevant insight and expertise to guide interventions. Table 14 provides an overview of the individuals selected to serve on the action research team.

**Table 14**

### ***AR Team Profiles***

	Department	Role	Area	Stakeholder Group
1	Dean's Office	Associate Dean	Strategic Initiatives	Division Leadership
2	Dean's Office	Assistant Dean	Enrollment Services	Division Leadership
3	Career Services	Associate Director	Employer Relations	Career Services
4	Dean's Office	Lead Coordinator	Business Services	Student Supervisor
5*	Student Center	Coordinator	Event Management*	Student Employee

*\*Not added until Cycle 3*

Throughout the project, the AR Team was engaged and involved in discussions and decisions leading to the desired change. Every member was retained on the team and in Cycle 3, a new member was added. Although there was a desire to include a member to represent the student employee group, it proved difficult to identify someone that would be vested throughout the entire project. AR Team Member #5 was a staff member but was a recent graduate that had served as a student employee in the same department. They were not only capable of representing the student employee voice, but also provide insight as a new student supervisor.

Team meetings were generally held once a month and lasted between 60 and 90 minutes each. Updates were given, data was shared, and feedback was solicited. AR Team members also provided quantitative and qualitative data via questionnaire and interview. Refer to Appendix F and G for the questionnaire and interview protocol, respectively.

### ***Deeper Problem Understanding***

As a result of students not being able to connect their learning to their career interest, many graduates do not feel confident that they have acquired job competencies to be successful when entering their profession. This project was necessary due to the constantly evolving needs of college students and potential employers. To prepare students to enter the workforce, they should be equipped with the knowledge as well as experiences that they can apply to their chosen professions. If the change is not made, then the organization would risk the possibility of industry leaders taking notice of unprepared graduates and devaluating the quality of education provided by the institution.

The project was conducted via action research using multiple sources of data. Beyond the preliminary data that was collected, other data was collected by the action research team for better understanding of the overarching problem. This information was helpful in analyzing the

current state of student employment and assisted the action research team in designing interventions that led the project toward the future state.

### ***Proposed Interventions***

Proposed interventions were based on feedback from the action research team, focus groups, as well as restraining and driving forces identified from a Burke-Litwin Model. Previous research also assisted in determining interventions, which primarily occurred at the individual level. Tables 15 and 16 reflect the Burke-Litwin Model, illustrating an analysis of the top five restraining forces to reach the desired state, the top five driving forces to reach the desired state, and potential interventions. The organizational performance that we aimed to achieve because of this change effort was to increase the development of career competencies for undergraduate student employees by way of a high-impact student employment program.

**Table 15**

#### ***Top Five Restraining Forces and Potential Interventions***

<b>Rank</b>	<b>What?</b>	<b>Potential Interventions</b>
1	No guidance or expectations on how to manage student employees.	Implement a training program for student employee supervisors
2	Performance metrics/expectations not always defined or evaluated.	Create student employee evaluations and have supervisors submit at the end of each semester. Create a student employee recognition program
3	Many supervisors that are front-line employees are already overworked in their daily responsibilities and cannot invest into student employees.	Have supervisors map out duties and what they can train student employees to assist with.
4	Strategy not clearly defined, or focuses heavily on inside of the classroom as opposed to outside the classroom.	Create task force on student employment to frame strategic plan on career development inside, and outside the classroom.
5	No position to support student employee supervisors.	Create position in each division to address needs of student employees and supervisors.

**Table 16***Top Five Driving Forces and Potential Interventions*

Rank	What?	Potential Interventions
1	Student employees able to learn new skills/abilities with hands-on experience.	Evaluation program in which student employees can clearly articulate what they have learned from the employment experience.
2	Student employees have opportunities to be coached in a way that is less forgiving elsewhere.	Provide training with role-play scenarios that make supervisors more comfortable with having difficult, but important feedback conversations.
3	Relationships with industry leaders to identify job competencies that are important to them.	Facilitate lectures/seminars with industry leaders for student employees.
4	Mission has a focus on career development of students.	Set up a cross-functional team among divisions to discuss alignment and strategies that can be measured.
5	Supervisors constantly searching for student employees.	Provide trainings for hiring supervisors on best practices in hiring student employees.

**The Recapitulation**

The recapitulation is the musical section in which the movement's home key is reaffirmed. In this study, the initial thoughts and feelings of stakeholders, including the action research team, were reaffirmed by conducting several critical incident interviews.

**Critical Incident Technique**

The most prominent method employed to collect data in this cycle was the critical incident technique (CIT). According to Flanagan (1954), the CIT is used for collecting direct observations of human behavior in order to facilitate their potential usefulness in solving practical problems. The technique begins with a prompt that solicits a recalled or observed incident. Respondents are then asked to reflect on what about the incident made it meaningful to them (Watkins et al., n.d). Benefits of the critical incident technique include the ability to generate rich qualitative data with emphasis on observable behaviors that are collected from the respondent's perspective versus the opinions of outside experts. It develops a comprehensive picture and is especially useful in determining detailed situational behavior (Ellinger & Watkins, 1998).

In conducting critical incident interviews for this study, interviewees were selected based on their role in the following stakeholder groups: student employee, student supervisor, recent graduate, and employer. Some interviewees fit into multiple stakeholder groups and were able to contribute stories from different points of view. Question prompts were primarily two-fold. First, since the guiding theoretical framework is based on Kathy Kram's (1983) Mentoring Model, questions were asked about receiving positive and negative feedback from their supervisors. Secondly, since the outcome of the study was to develop career competencies, questions were asked about specific skills gained or lacking in certain situations. Refer to Appendix H for the full interview protocol.

### ***Participant Profiles***

Participant #1 was a former student employee in an academic department at Champion University, and is currently an employee at the university, where they serve as a student supervisor. Participant #2 was a graduate of Champion University and currently serves as a CEO of a mobile app development company, where they provide internships to students from Champion University. Participant #3 was a former student employee in the housing department at Champion University and after graduation, worked for a company that provided internships to students from the university.

### ***Interviews/Narratives***

Upon receiving written consent from each interviewee, they were prompted for specific stories, or incidents, with a statement that started with, "Tell me about a time when..." There were at least three prompts for each respondent and follow-up questions were asked in an attempt to draw meaning from those experiences. By conducting these critical incident interviews, I hoped for further evidence that feedback gained from mentoring experiences with



their supervisors allowed student employees to gain career competencies. Here are some of those stories:

**“Not Only the Negative” from a Student Employee**

I wasn't very familiar with receiving positive feedback, so it was a little bit shocking for me that I was pulled to the side. I thought, “Oh no” initially, but it wasn't that. It was the exact opposite. It was about me taking initiative and meeting a need. I just simply took the tools that were given to me and was forward in my thinking. I went ahead and took the initiative and then communicated what I had done with the three administrators. As a result of that, my supervisors explained to me that they were very pleased with me having not waited until I was told to do something. I did what needed to be done. I saw the need and took initiative. It made me feel appreciated, and that's important when you work on any level. It's important for how people feel in the positions that they have when they contribute to a cause or contribute to a team effort and that they're truly a part of that team and that their work is appreciated. That builds morale. I felt more excited to go to work, and it encouraged me to be on the lookout for things that needed to be done. My supervisors were all human beings, so they're not perfect. They're not machines. There are some things that can be better and can be improved that they may not see because they are busy doing other things. So, in my role, it made me feel empowered and confident that the people who I supported were confident in my abilities. I also saw how it changed my behavior towards other people who do things for me. It's important to make that good communication sandwich and not just be all in the negative, but there are some good attributes that people bring to the table. So that's how I felt about it overall. It gave me a boost. (Personal communication, 2021)

### **“Onward and Upward” from a Student Supervisor**

I was in their position, so it's very important to me to be intentional when it comes to the student workers. Ultimately, I want them to excel and grow from student to employee in whichever area that they decide they want to go. So, with that comes a foundation and some things that you should probably have on a basic level beforehand. I just strongly impress upon myself and don't take lightly having student workers at times where you say, “Yes, I can work with this person.” They're not perfect. They're not going to come into the door like that, but a part of your role and responsibility as a supervisor of a student worker is to help them along the way. Help sharpen them in the areas that you know, by way of your own experience, will elevate them and help them move in a way that's onward and upward to where they don't plateau, or they don't graduate with no resume, or there are no skills that they can use. They don't know how to speak to someone properly, so it was very important to me based on my own experiences to make sure that the students who are working up under me are ready for the next stage of life. (Personal communication, 2021)

### **“Work Smarter, Not Harder” from a Graduate**

I graduated and started working at a startup company with only 10 employees. We all looked up to the CEO because he was grooming us to do whatever it was that we wanted to do after that. One of our guerrilla marketing tactics was putting out ground signs across the city, and I ran that campaign. I had called the Department of Transportation to get coordinates on the highest traffic points within the city. From there I would find high density areas that were optimal for putting the signs. Then I would be the one that would go and put the signs out, and then I would be the one that would compile all the data. I'd

always complain about how I didn't have enough time, or I didn't have enough resources. I didn't have enough teammates doing it or people on the team wasn't willing to go with me to do it. I felt like I was always going above and beyond, but the CEO told me that I know how to work hard, but I don't know how to work smart. It upset me at the time, but now I understand what he meant. I don't need to be doing every single thing, but I need to be able to efficiently delegate or use resources to get everything done so that I can maximize my time and maximize my efforts. That's what he meant by working smart, because I know how to work hard. I know how to get my hands dirty, and I know how to get the job done, but I didn't know how to educate someone else on what is needed so that I can put other people in a leadership position to do those things. I used that as fuel to build those skillsets and prove to myself that I know what I am capable of. That was five years ago and now I'm the CEO of my own company. I know how to delegate and to put other people in the right positions and find the right talent to get the things done. Now I have someone in marketing and now I have someone in customer support. There's a lot on my plate and if I was doing everything, I wouldn't be able to get anything done. (Personal communication, 2021)

### ***Analysis***

Interviews were transcribed and analyzed to uncover themes. Upon analysis of the transcripts of each interview, two main themes emerged across multiple incidents: (1) the value of feedback in the workplace, and (2) the positive effect of mentoring. Table 17 illustrates the assertions and themes identified from each incident.

**Table 17***CIT Analysis of Stories*

Story	Respondent	Role	Title	Assertion	Theme(s)
1	#1	Student Employee	Not Only the Negative	Supervisors should not only focus on negative things but show appreciation for the positive things that an employee does.	Feedback, Workplace Morale, Modeling
2	#3	Student Employee	Leap of Faith	You can't be afraid to take a leap of faith to get positive results.	Feedback, Modeling
3	#1	Student Supervisor	Onward and Upward	Supervisors of student workers have a responsibility to help their students gain relevant skills.	Modeling, Mentoring
4	#2	Graduate	Work Smarter, Not Harder	Even if you have acquired certain skills, you need to learn how to use them effectively.	Feedback, Mentoring
5	#1	Student Supervisor	Taking Initiative Goes a Long Way	Supervisors can recognize when employees take initiative and do more than the expectation.	Feedback
6	#1	Student Supervisor	Communication, Not Assumptions	Communication is important, not assumptions, when addressing a problem.	Feedback, Modeling
7	#3	Student Employee	Upholding the Standard	Setting expectations can provide a standard for employees to aim towards.	Feedback, Setting Expectations
8	#1	Student Supervisor	It's OK!	If you have done everything you can to help an employee succeed, and they choose not to, then there is nothing wrong with letting them go.	Feedback

The first theme uncovered was the value of feedback in the workplace. Respondent #3 talks about how nervous they were to do a project, but the positive feedback that was received from their supervisor gave “a boost of confidence.” Respondent #1 mentions how receiving positive feedback made them feel “empowered” in their role. Not only were the effects of positive feedback highlighted, but that of negative feedback as well. Respondent #3 talked about how receiving negative feedback caused them to “triple and quadruple check his work,” and how they became “more of a perfectionist.” They also learned the value of team dynamics in the sense of doing their part to “uphold the standards” of the team. When respondent #2 received negative feedback, it upset them at first, but then it was used to “fuel their fire. They then set out to learn those skills so that they could prove that they could do it.

The second theme that was seen throughout multiple incidents was the effect of mentoring. Not only did mentoring relationships help the development of skills, but it helped the respondents to model that same mentoring behavior when they were given the opportunity to mentor someone else. Respondent #1 discusses how they were “in their position” and uses “their own experiences to elevate students onward and upward.” Respondent #2 mentioned how they “looked up to the CEO because he was grooming them.” Based on that, when the respondent became the CEO of their own company, they could apply those learnings to their own team.

### ***Conclusion***

Selecting interviewees has proven to be crucial in guiding incidents. Respondent #1 was chosen by me, but Respondents #2 and #3 were volunteers gained from a solicitation email. Obviously, the stories received by Respondent #1 were largely vast compared to the other respondents. Because interviews were scheduled for an hour and I wanted to be respectful of the participants’ time, it seemed as though there was a rush to get as much done in that timeframe,

which likely hindered the ability to dive deeper into the interviews. It was interesting when analyzing the transcripts to uncover the stories that were within the main stories, which happened at least one time with each respondent. Stories #3 and #8 are examples of those. The data from these critical incident interviews provided a guide for interventions moving forward.

## Cycle 2 - Movement II

The second movement of a concerto is slow and lyrical. It stands out from the other movements and gives the soloist a chance to showcase both their musical and expressive talents. In this cycle, the action research team was able to use the data from the previous cycle to inform future interventions. Following the summary of activities in Table 18, each phase of the action research process in this cycle will be detailed.

**Table 18**

*Cycle 2 Summary of Interventions*

Timeline	Proposed Intervention	Justification & Anticipated Outcomes	Resources Needed
<b>CONSTRUCTING</b>			
<i>To discover what needs to change</i>			
July, 2021	Collect Data – Supervisors	To identify the roles within the division that serve as supervisors and to strategically plan interventions for this population.	Division HR Office
July, 2021	Collect Data – Departments	To identify how the needs of each department vary across the division.	Division HR Office
<b>PLANNING ACTION</b>			
<i>To develop change strategies - To organize for implementation</i>			
August 19, 2022	Hold AR Team Meeting	To further discuss data and create a list of potential supervisors to participate in the study. Sought to have a variety of departments represented from each major field of study within the division.	Microsoft Teams
August, 2022	Design Supervisor Questionnaire #1	To develop an instrument that would assess supervisor's initial perception of their own supervisory skills and mentorship goals.	Qualtrics

August, 2022	Design Supervisor Questionnaire #2	To develop an instrument that would assess how perception of mentoring relationship with student employees has changed over the course of the semester.	Qualtrics
September 19, 2022	Hold AR Team Meeting	To collaborate, review data, and make decisions regarding project.	Microsoft Teams
September, 2022	Design Supervisor Training Evaluation	To develop an instrument that would assess the effectiveness of training workshops organized for student employee supervisors. Survey consists of questions using a 5-point Likert scale along with open-ended questions.	Qualtrics
September, 2022	Design Supervisor Interview Protocol	To develop a semi-structured interview protocol to understand the experience of student supervisors and gain reflective perspective.	N/A
October 21, 2022	Hold AR Team Meeting	To collaborate, review data, and make decisions regarding project.	Microsoft Teams
October, 2022	Design Student Questionnaire #1	To develop an instrument that would assess initial perception of students' proficiency of the eight NACE career competencies	Qualtrics; 8 NACE Career Competencies
October, 2022	Design Student Questionnaire #2	To develop an instrument that would assess students' proficiency of the eight NACE career competencies and impact of mentor relationship with supervisor in developing competencies at the end of the semester.	Qualtrics; 8 NACE Career Competencies
November 18, 2022	Hold AR Team Meeting	To collaborate, review data, and make decisions regarding project.	Microsoft Teams
July, 2022	Design Student Training Evaluation	To develop an instrument that would assess the effectiveness of training workshops organized for student employees. Survey consists of questions using a 5-point Likert scale along with open-ended questions.	Qualtrics
July, 2022	Design Student Interview Protocol	To develop a semi-structured interview protocol to understand the experience of student employees and gain reflective perspective.	N/A
July, 2022	Design Student Employee Evaluations	To provide supervisors with an evaluation tool to guide feedback and performance with student employees.	N/A
TAKING ACTION			

<i>To execute and manage the change</i>			
September 23, 2022	Conduct Supervisor Orientation	To provide supervisors with tools to facilitate mentor relationships with student employees. Presenters included reps from HR, Career Services, Talent Management. Activities included role play scenarios and introduction of 8 NACE Competencies, with specific ways supervisors could assist students in developing them.	Zoom; Presenters; Training Evaluations
September 23, 2022	Conduct Student Orientation	To provide students with tools to develop meaningful experiences from student employment. Presenters included reps from HR, Career Services, Talent Management.	Zoom; Presenters; Training Evaluations
September, 2022	Administer Supervisor Pre-Assessment	To assess supervisors' initial perception of their own supervisory skills and mentorship goals.	Pre-Assessment (Qualtrics)
September, 2022	Administer Student Pre-Assessment	To assess initial perception of students' proficiency of the eight NACE career competencies.	Pre-Assessment (Qualtrics)
September, 2022	Administer Training Evaluations	To gain feedback from supervisors and student employees on the effectiveness of orientation programs. This feedback was important for AR Team when planning additional training sessions.	Student Training Evaluation (Qualtrics); Supervisor Training Evaluation (Qualtrics)
October, 2022	Mid-Interviews	To gain feedback from supervisors and student employees on their experience in their roles.	Zoom
November, 2022	Ensure supervisors conduct student evaluations	To allow supervisors to have meaningful feedback conversations with their student employees	N/A
EVALUATING ACTION			
<i>To review and keep the change on track - To evaluate effectiveness and impact To learn from the change experience</i>			
November, 2022	Administer Supervisor Post-Assessment	To assess how perception of mentoring relationship with student employees changed over the course of the semester.	Post-Assessment (Qualtrics)



November, 2022	Administer Student Post-Assessment	To assess students' proficiency of the eight NACE career competencies at the end of the semester and the impact of mentor relationship with supervisor in developing competencies.	Post-Assessment (Qualtrics)
December, 2022	Administer Student Employee Survey	To assess student employees throughout the division and their proficiency of the eight NACE career competencies	Assessment (Qualtrics)
November, 2022	Hold AR Team Meeting	To evaluate data from post-assessments and finalize interview protocol.	Post-Assessments (Qualtrics)
November, 2022	Conduct Supervisor Interviews	To debrief on experience and gain reflective insight from supervisors.	Microsoft Teams; Interview Protocol
November, 2022	Conduct Student Interviews	To debrief on experience and gain reflective insight from student employees.	Microsoft Teams; Interview Protocol
December, 2022	Analyze Data	To identify trends and guide subsequent interventions.	Qualtrics

## Constructing

Based on the data from the previous cycle, the action research team began constructing a program that would enhance the student employment experience in the liberal arts division. The stakeholders affected by this include: (a) employers, who are seeking high-quality workers, (b) universities, who are looking to build and maintain relationships with industry leaders, and (c) families, who want their loved ones to succeed.

Champion E.L.I.T.E.S.<sup>3</sup> was then created to drive the organization to the future state. “E.L.I.T.E.S.” is an acronym for Experiential Learning Initiative through Employment of Students. The program was meant to serve as a catalyst for mentoring between student employees and their supervisors.

<sup>3</sup> Partial pseudonym used throughout.

## **Planning**

In the planning phase, the action research team contrived actions to implement Champion ELITES. This included making decisions regarding participants, communications, interventions, and evaluations.

## ***Participants***

The two target groups involved in Champion ELITES included student supervisors and their student employees. The student supervisors were selected via volunteer sampling, which is a non-probability sampling strategy in which potential participants volunteer to be a part of the study. This strategy was implemented to encourage a wider number of participants and inclusion criteria included the following:

- Full-time employee of the university.
- Direct supervisor of undergraduate students employed within a department/unit of the liberal arts division through the Federal Work-Study Program or a paid student assistantship.
- Supervise student employees who work 10-20 hours per week.

Emails were sent to potential participants to solicit their involvement. To ensure a wide variety of participants from across the division, the expectation was to solicit participants who represent the three major disciplines of the division: humanities, natural and computational sciences, and social and behavioral sciences (refer to Appendix I for email templates and Appendix J for supervisor sign-up). Upon consent to participate, supervisors were then instructed to complete a pre-survey. There were no foreseeable risks to this participant group and the benefit of participating in the action research study was leadership development.

Another target group were student employees, who were selected via purposive sampling. Purposive sampling is a non-probability sampling method in which the researcher relies on their own judgment when selecting participants (Black, 2010). Because the study explored relationships between the supervisor and the employee, students were asked to participate due to the involvement of their respective supervisors. The criteria for student employees were as follows:

- Full time undergraduate student.
- Employed in a department/unit of the liberal arts division via the Federal Work-Study Program or a paid student assistantship.
- Work a total of 10-20 hours per week.

A group of student employees who were not a part of the Champion ELITES program were also targeted through volunteer sampling. The criteria for this group included being a student working within a department/unit of the liberal arts division during the Fall 2022 semester.

Although multiple efforts were made to recruit participants for the Champion ELITES program, it proved difficult to solicit the participation that we hoped for. Upon having conversations with potential supervisor participants, the common theme was that they just did not have the time to devote to this project. In those conversations, it also became apparent that many staff members already felt overworked and underappreciated, so they just had no interest in adding more to their workload. Another issue was that at the time, some of the departments had not even hired their student employees. Profiles of the student supervisors (indicated by SS) are described below in Table 19, including role, general subject area, number of student employees, and number of years of supervisory experience. Profiles of the student employees

(indicated by SE) are also described, including class, general subject area of employment, and time as a student employee.

**Table 19**

*Cycle 2 Participant Profile*

Participant	Role	Area	# of SE	Years of Sup Exp
SS #1	Staff	Humanities	5+	9+
SS #2	Staff	Humanities	1	3-5
SS #3	Staff	Natural & Computational Sciences	2	0-2
SS #4	Staff	Natural & Computational Sciences	1	9+
SS #5	Staff	Natural & Computational Sciences	1	9+
Participant	Class	Area	Time as SE	
SE #1	Junior	Humanities	1 year	
SE #2	Sophomore	Humanities	<1 year	
SE #3	Senior	Natural & Computational Sciences	1 year	
SE #4	Junior	Natural & Computational Sciences	<1 year	

*Note.* SS = Student Supervisor. SE = Student Employee(s). Sup Exp = Supervisory Experience

## Acting

In the acting phase, the action research team began implementation of Champion ELITES. This included an orientation session for supervisors and employees, mid-interviews, and student evaluation meetings.

## Orientation

In September 2022, an orientation was held for student supervisors and student employees. Due to time constraints and many participants working remotely, this was conducted virtually via Zoom. The agenda included the following items:

- Introductions of supervisors, students, and AR Team members
- Overview of the program and intended outcomes
- An overview of the eight NACE competencies
- Breakout Sessions
- Closing

The first part of the orientation was a joint session for all participants. After I facilitated introductions and the program overview, the NACE competencies were explained. Since a member of the AR team worked in University Career Services, that individual provided an introduction and overview of the eight NACE competencies. The orientation was then split into breakout rooms (one for supervisors and one for students) to dialogue specifically about action items in which both groups could take towards facilitating mentoring. Only one supervisor and one student attended the orientation. Although disappointed by this turnout, it allowed for more personalized attention and conversations with those in attendance. The session was recorded for others to review at a later time. Although the low attendance was disappointing, those that attended indicated on the session evaluation that it was a worthwhile experience (refer to Appendix K for session evaluation templates).

### ***Mid-Interviews***

Interviews were conducted with participants to find out more about their goals and needs. This feedback would be used to further inform interventions. These were originally planned to be separate focus groups for the student supervisors and employees, but only one participant attended from each group, so the format pivoted to interviews (refer to Appendix L and M for interview protocols of supervisors and students, respectively). The interviews were conducted virtually via Zoom and recorded with consent.

### ***Student Evaluations***

Data from the pre-survey as well as the mid-interviews highlighted the lack of feedback that supervisors were communicating to their students. Traditionally, one way to do this is through regular performance evaluations. Many of the supervisors agreed that this would be a helpful practice, but struggled with execution.

A template student performance evaluation form was created in Qualtrics so that it could be completed electronically (refer to Appendix N for template). Student employee participants were asked to complete a self-evaluation and student supervisor participants were asked to complete an evaluation of their student. Because completion of the evaluation is not adequate by itself, supervisors were asked to meet with their student employees to discuss the evaluations. Supervisors were then able to compare their evaluation of the student to the student's self-evaluation so that discrepancies could be addressed. Appropriate evaluation scoring was also discussed with the supervisors and the students. From previous surveys, it was noted that respondents traditionally scored themselves on the higher end of the scale and did not leave much room for growth. In the discussions, the "meets expectations" rating was explained as the baseline. It was important for them to understand that "meets expectations" means that the job is being performed and it should not be seen as a negative rating. If they were not performing all the duties of the job in a satisfactory manner, then the rating should be below the "meets expectations," and if their performance was above and beyond the expectation, then the rating could be above.

### ***Post-Interviews***

In December 2022, post-interviews were conducted individually with participants to find out more about their experience in the Champion ELITES program and to get feedback on what they were able to apply to their student development operation. Two supervisors and one student participated in the interviews, which were conducted via Microsoft Teams and recorded with consent. Refer to Appendix L and M for the interview protocol used with supervisors and students, respectively.

### **Evaluating**

The evaluating phase consisted of quantitative and qualitative data analysis. Results from this phase are presented in two sections. The first section provides results from the quantitative data and the second section provides results from the qualitative data. Data sources and data collection procedures are presented prior to the results. Quantitative data included results from a pre-survey and post-survey. Pre- and post-surveys were administered to student supervisors to gauge their knowledge of the NACE career competencies, their perceptions of their student competency levels, and their perceptions of their own supervisory skills and mentoring ability to develop career competencies of their student employees. Pre- and post-surveys were also administered to student employees to gauge their perceived level of skill in the competencies, their perceived self-efficacy, as well as their perceptions of their supervisors' supervisory skills and mentoring ability. This data process allowed for the examination of any changes that occurred pre- and post-interventions throughout the cycle. Descriptive statistics were used to analyze differences among the groups.

Qualitative data included open-ended questionnaires, interviews with student supervisors, interviews with student employees, researcher observations, and organizational documents. Interviews lasted 45 minutes to an hour and were conducted via Microsoft Teams or Zoom. Qualitative data were analyzed using inductive and deductive coding to identify ideas and themes from the transcripts.

Table 20 reflects participation in interventions and data collected from student supervisors (indicated by SS) and student employees (indicated by SE). As shown, student supervisor #4 did not participate after the pre-survey because their student employee did not wish to participate. Student employee #2 was terminated and could no longer participate, which

affected their supervisor's ability to participate in certain interventions. There were 63 respondents to the questionnaire sent to non-Champion ELITES student employees.

**Table 20**

*Cycle 2 Data Spreadsheet*

Part ID	Role	Area	Pre-Survey	Orient Session	Orient Eval	Mid-Interview	Perf Eval	Review Meeting	Post-Survey	Post-Interview	Stud Emp Survey
Supervisor Profile			Quant/Qual	Qual	Quant/Qual	Qual	Quant/Qual		Quant/Qual	Qual	Quant/Qual
SS1	Staff	Humanities	X				X	X	X	X	
SS2	Staff	Humanities	X	X	X				X	X	
SS3	Staff	Natural & Computational Sciences	X			X	X				
SS4	Staff	Natural & Computational Sciences	X								
SS5	Staff	Natural & Computational Sciences	X				X	X	X		
Student Profile											
SE1	Junior	Humanities	X			X	X	X			n=63
SE2	Sophomore	Humanities	X								
SE3	Senior	Natural & Computational Sciences	X				X	X	X	X	
SE4	Junior	Natural & Computational Sciences	X	X	X		X				

*Note.* Dark shading represents ineligibility to participate in specific intervention. SS = Student Supervisor. SE = Student Employee.

## Analysis Process

### Quantitative Data

Quantitative data were collected via questionnaires throughout the cycle. This included a pre-survey that was administered in late September 2022, a post-survey that was administered in late November 2022, and an orientation evaluation. Quantitative data was also collected from performance reviews that were conducted by student supervisors of their employees. In addition,



a questionnaire was completed by student employees that were not a part of Champion ELITES. All questionnaires were administered utilizing Qualtrics software.

### ***Measures***

Mentorship was measured using the Mentoring Functions Questionnaire-9 (MFQ-9; Castro et al., 2004). The original 15-item Scandura and Ragins (1993) measure was modified and reduced to nine items. Three items were retained for each dimension (career support, psychosocial support, and role modeling).

Self-efficacy in the study was measured using the New General Self-Efficacy Scale (NGSE; Chen et al., 2001). The NGSE is an 8-item measure that assesses how much people believe they can achieve their goals, despite difficulties. It was developed to measure individuals' perception of their ability to perform across a variety of different situations.

Career competencies were measured using the National Association of Colleges and Employers' 2022 Student Survey for Bachelor's and Graduate Students. The survey asks about the use of career services and questions related to college recruiting, internships, jobs, and employment preferences. It was modified to only include sections relevant for this study, which included a 15-item set to gauge the actual work experience and an 8-item set to gauge proficiency of the NACE competencies.

### ***Supervisor Demographics***

Demographic information for student supervisors included questions in the pre-survey such as job role, years of experience supervising students, number of students they supervise, and frequency of conducting performance reviews with students. As shown in Table 21, 40% of supervisors represented the humanities, 60% represented natural and computational sciences, and

there were no participants representing social and behavioral sciences. All supervisors were categorized as staff members.

Supervisors were asked about their years of experience supervising students. 20% had 0-2 years of experience, 20% had 3-5 years, and 60% had 9+ years of experience supervising students. Types of students that participants supervised are shown as well. Student types included federal work-study (students who were paid by the federal government), graduate assistants (graduate students that received an assistantship), and student assistants (undergraduate students who were paid directly from the department in which they work). 60% of participants supervised federal work-study students, 60% of participants supervised graduate assistants, and 100% of participants supervised student assistants. Regarding the number of students they supervised in each category, most participants only supervised one student, but one supervised two students, and one supervised more than five students.

Participants were then asked how often they conduct performance evaluations with their student employees. 20% (one supervisor) was new to the student supervisor role, 20% had not done any reviews, 40% conducted reviews once per semester, and 20% conducted them once per year.

**Table 21**

*Supervisor Demographic Profile*

Department Areas	n	%
Humanities	2	40
Natural & Computational Sciences	3	60
Social & Behavioral Sciences	0	0
Years of Experience		
0-2 years	1	20
3-5 years	1	20
6-8 years	0	0
9+ years	3	60

Student Types		
Federal Work-Study	3	60
Graduate Assistant	3	60
Student Assistant	5	100
Number of Students		
One	3	60
Two	1	20
Three	0	0
Four	0	0
Five	0	0
More than Five	1	20
Review Frequency		
I am a new supervisor	1	20
I have not done any	1	20
Once per semester	2	40
Once per year	1	20
Other	0	0

### ***Supervisor Descriptive Statistics***

Descriptive statistics were analyzed based on quantitative data from questionnaires. These statistics include measurements for central tendency (mean) and measurements for dispersion (standard deviation) for each subscale mentioned earlier.

The first subscale analyzed was the importance of the eight NACE competencies from the supervisors' point of view. As shown in Table 22, the most important competency for supervisors was communication. In the next column, data for the second subscale is shown (Developmental Opportunities). This subscale asked respondents to rate how much they provided opportunities for their mentee to improve proficiency of the competencies. The competencies that received the most developmental opportunities were leadership, professionalism, and teamwork.

**Table 22***Importance and Opportunities to Develop Competencies*

Competency	Importance			Opportunities		
	M	SD	Rank	M	SD	Rank
Career & Self-Development	3.00	1.23	8	3.67	1.53	T6
Communication	5.00	0	1	4.00	0	T4
Critical Thinking	4.40	.89	T4	4.00	0	T4
Equity & Inclusion	4.80	.45	2	3.33	1.16	8
Leadership	4.00	.71	7	4.33	.58	T1
Professionalism	4.20	.84	5	4.33	.58	T1
Teamwork	4.60	.89	3	4.33	.58	T1
Technology	4.40	.55	T4	3.67	.58	T6
Total	4.30	.69		3.96	.62	

*Note.* T = Tie

Interestingly, communication was the most important competency, but not one of the most developed competencies. This indicates supervisors could take more initiative to assist student employees with developing the competencies that are the most important to being successful in their department.

The third subscale analyzed was the employee experience for the students. Supervisors rated how much they contributed to the students' employment experience. Table 23 shows the mean and standard deviation for each statement.

**Table 23***Results of Employee Experience Scale*

Supervisor Statements	Post- Survey	
	M	SD
I provided enough support to my mentee while they were doing the work.	4.00	0
I advised my mentee during their work experience.	4.33	.58
While completing the work experience, my mentee wanted to remain at the organization after the work experience was done.	3.00	1.00
I provided work duties that were meaningful.	3.67	.58
My mentee was compensated fairly for the work they did.	4.00	1.00

The work experience taught my mentee a lot of things that they never would have been able to learn in the classroom.	3.67	1.53
After this work experience, my mentee is interested in a career in this industry.	1.67	.58
This work experience helped my mentee determine that this was a field they were interested in for a career.	2.00	0
This work experience provided my mentee with a chance to learn a lot about the field, profession, or business.	3.67	.58
This work experience required my mentee to use a number of complex or high-level skills.	4.00	0
Total	3.40	.58

The highest rated statement was *I advised my mentee during their work experience*. The lowest rated statement was *After this work experience, my mentee is interested in a career in this industry*. This indicated that supervisors felt that they provided advisement and mentorship to their student employees, but the students were not interested in pursuing that industry as a career. This sentiment is not atypical when students work in departments outside of their academic major.

The fourth subscale was self-perception of supervisor mentoring. Table 24 shows the results (means and standard deviations) of statements from supervisors' pre-interventions and post-interventions.

**Table 24**

*Self-Perception of Supervisor Mentoring*

Supervisor Statements	Pre-Survey		Post-Survey	
	M	SD	M	SD
I am knowledgeable about my work.	4.60	.55	4.67	.58
I take time to listen to student workers.	4.60	.55	4.67	.58
I provide fair performance evaluations for student workers.	4.60	.55	4.33	.58
I have reasonable expectations of student workers.	4.20	.45	4.00	0
I ensure student workers have sufficient training.	4.20	.45	4.00	0
I set a positive example for my student workers.	4.60	.55	4.67	.58

I ensure student workers understand mistakes and how to correct them.	4.20	.45	4.67	.58
Total	4.43	.51	4.43	.41

Results show that self-perceptions of supervisor mentoring between pre- and post-survey were not statistically different (mean difference = zero). Observations indicate this data may be skewed as a noticeable trend was high scores on the pre-survey before interventions highlighted deficiencies and areas for improvement. Supervisors were then able to score themselves more accurately on the post-survey.

### ***Reliability of Student Scales***

The pre-survey and post-survey administered to student employees consisted of seven subscales: (1) Self-perception of competency proficiency, (2) Ranking of competencies to be developed, (3) Self-efficacy, (4) Employee experience, (5) Career support, (6) Psychosocial Support, and (7) Role Modeling. The pre-survey included three of the subscales and the post-survey included six of those subscales. In determining reliability of the subscales, SPSS was used to compute the Cronbach's alpha for each one. As shown in Table 25, the reliabilities for Subscales 1-7 (excluding Subscale 2) were .90, .92, .88, .93, .85, and .86, respectively. Subscale 2 involved ranking and did not produce a Cronbach's alpha. Optimal values should range between .70 and .90 (Creswell & Creswell, 2018). Based on this, the surveys can be deemed reliable.

**Table 25**

*Cycle 2 Student Subscales and Cronbach's  $\alpha$*

Subscales	Number of Items in Set	Cronbach's $\alpha$
1. Self-Perceived Proficiency	8	.90
3. Self-Efficacy	7	.92
4. Employee Experience	15	.88

5. Career Support	3	.93
6. Psychosocial Support	3	.85
7. Role Modeling	3	.86

### ***Student Demographics***

Demographic information for Champion ELITES student employees included questions in the pre-survey such as classification, major, and how long they have been a student worker at Champion University. Questions for non-Champion ELITES students were similar. As shown in Table 26, 50% of Champion ELITES students were juniors, 25% were sophomores, and 25% were seniors. For non-Champion ELITES students, 44% were seniors, 25% juniors, 24% sophomores, and 6% freshman.

**Table 26**

#### *Classification of Student Employees*

Classification	Champion ELITES Students (n=4)		Non-Champion ELITES Students (n=63)	
	n	%	n	%
Freshman	0	0	4	6.3
Sophomore	1	25	15	23.8
Junior	2	50	16	25.4
Senior	1	25	28	44.4

Students were asked about their academic majors. Table 27 shows that of the four Champion ELITES students, each of them had a different major (data science, film and media, interior design, and nursing). Of the 63 non-Champion ELITES student respondents, the top five majors were computer science (22%), biology (11%), psychology (10%), film and media (8%), and neuroscience (6%).

**Table 27***Academic Majors of Student Employees*

Academic Major	Champion ELITES Students (n=4)		Non-Champion ELITES Students (n=63)	
	n	%	n	%
Applied Linguistics			2	3.2
Biology			7	11.1
Biomedical Science			2	3.2
Chemistry			1	1.6
Computer Information Systems			1	1.6
Computer Science			14	22.2
Criminal Justice			2	3.2
Data Science	1	20	1	1.6
Environmental Science			1	1.6
Film and Media	1	20	5	7.9
Game Design			3	4.8
Geosciences			1	1.6
Hospitality Administration			1	1.6
International Economics			1	1.6
Interior Design	1	20		
Managerial Sciences			1	1.6
Mathematics			2	3.2
Neuroscience			4	6.3
Nursing	1	20	2	3.2
Physics			2	3.2
Political Science			2	3.2
Psychology			6	9.5
Public Policy			1	1.6
Speech Communications			1	1.6

Students were asked how long they have been a student worker at Champion University. As shown in Table 28, 50% of Champion ELITES students had worked for less than a year and 50% had worked for one year. Of the non-Champion ELITES students, 35% worked less than a year, 30% worked for one year, 21% worked two years, 8% worked 3 years, and 6% worked four years.



**Table 28***Time as Student Employees*

Amount of Years	Champion ELITES Students (n=4)		Non-Champion ELITES Students (n=63)	
	n	%	n	%
Less than a Year	2	50	22	34.9
1 Year	2	50	19	30.2
2 Years			13	20.6
3 Years			5	7.9
4 Years			4	6.3
More than 4 years			0	0

***Student Descriptive Statistics***

Descriptive statistics were analyzed based on quantitative data from questionnaires. These statistics include measurements for central tendency (mean) and measurements for dispersion (standard deviation) for each subscale mentioned earlier.

The first subscale analyzed was self-perception of the students' own proficiency of the eight NACE competencies. Table 29 shows that the total mean of Champion ELITES respondents was 4.13 (SD .66) before interventions and 4.06 (SD .71) after interventions. The total mean of non-Champion ELITES respondents was 4.12 (SD .81).

**Table 29***Self-Perception of Competency Proficiency*

Competency	Champion ELITES students				Non-Champion ELITES students	
	Pre-Survey (n =4)		Post-Survey (n = 2)		Survey (n=63)	
	M	SD	M	SD	M	SD
Career & Self-Development	4.25	.50	4.00	0	3.89	.76
Communication	4.25	.50	5.00	0	4.06	.74
Critical Thinking	4.25	.50	4.50	.71	4.08	.89

Equity & Inclusion	4.00	.82	4.50	.71	4.29	.73
Leadership	3.25	.96	4.00	0	3.97	.97
Professionalism	4.75	.50	4.00	0	4.16	.77
Teamwork	4.50	.58	3.50	.71	4.27	.77
Technology	3.75	.96	3.00	0	4.24	.89
Total	4.13	.66	4.06	.27	4.12	.81

For Champion ELITES respondents, the total average from the pre-survey to the post-survey decreased slightly by .07 (4.13 to 4.06). As mentioned previously, the decline could be attributed to the fact that discussions were had between the two surveys regarding how to rate them more appropriately. The top two competencies that were consistent on both surveys were communication and critical thinking. This continued to highlight a disconnect between the supervisors and students, as students perceived themselves to be highly proficient in these competencies when the supervisors did not agree.

Results from the non-Champion ELITES respondents showed a total average of 4.12. Although there was not much difference in the total means of each survey, the results from the non-Champion ELITES respondents were more consistent with supervisor feedback. The competency rankings were as follows: (1) Equity and Inclusion, (2) Teamwork, (3) Technology, (4) Professionalism, (5) Critical Thinking, (6) Communication, (7) Leadership, (8) Career and Self-Development.

Champion ELITES students were also asked to rank the eight NACE competencies in the order of which they would like to develop them. Table 30 shows that the top three skills that students wanted to develop were leadership, career and self-development, and critical thinking, respectively.

**Table 30***Ranking of Competencies to be Developed by Champion ELITES Students*

Ranking	Competency	Pre-Survey (N = 4)	
		M	SD
1	Leadership	7.25	.50
2	Career & Self-Development	6.00	2.45
3	Critical Thinking	5.00	2.45
4	Communication	4.75	1.89
T5	Professionalism	4.25	2.06
T5	Teamwork	4.25	1.26
7	Technology	3.25	2.06
8	Equity & Inclusion	1.25	.50

*Note.* T = Tie

Earlier, supervisors indicated that leadership was one of the lowest competencies that students need to be successful (refer to Table 22), but it is the top competency that students wish to develop. Supervisors also indicated that leadership was one of the top competencies that the students were provided opportunities to develop.

The second subscale analyzed was self-efficacy of student employees. Table 31 shows that the total mean of Champion ELITES respondents was 4.41 (SD .66) before interventions and 4.19 (SD .27) after interventions. The total mean of non-Champion ELITES respondents was 4.15 (SD .72).

**Table 31***Results of Self-Efficacy Scale*

Statement	Champion ELITES students				Non-Champion ELITES students	
	Pre-Survey		Post-Survey		Survey	
	M	SD	M	SD	M	SD
I will be able to achieve most of the goals that I have set for myself.	4.25	.50	5.00	0	4.14	.70
When facing difficult tasks, I am certain that I will accomplish them.	4.25	.50	4.50	.71	4.16	.68
In general, I think that I can obtain outcomes that are important to me.	4.50	.58	5.00	0	4.25	.65
I believe I can succeed at almost any endeavor to which I set my mind.	4.50	.58	5.00	0	4.16	.71
I will be able to successfully overcome many challenges.	4.50	.58	5.00	0	4.23	.74
I am confident that I can perform effectively on many different tasks.	4.50	1.00	5.00	0	4.23	.74
Compared to other people, I can do most tasks very well.	4.50	.58	4.50	.71	3.93	.87
Even when things are tough, I can perform quite well.	4.25	.96	4.50	.71	4.11	.66
Total	4.41	.66	4.19	.27	4.15	.72

Although the results from Champion ELITES respondents decreased slightly from the pre-survey to the post-survey, both results are higher than the non-Champion ELITES respondents. The statement that rated highest across all groups was “*In general, I think that I can obtain outcomes that are important to me.*” The statement that rated lowest across all groups was “*Even when things are tough, I can perform quite well.*”

The third subscale analyzed was the students’ feelings regarding their employment experience. Table 32 shows that the total mean of Champion ELITES respondents was 3.40 (SD .38) and the total mean of non-Champion ELITES respondents was 3.91 (SD 1.03).

**Table 32***Results of Employee Experience Scale*

Statement	Champion ELITES students		Non-Champion ELITES students	
	Post-Survey		Survey	
	M	SD	M	SD
My supervisor provided me with enough support while I was doing the work.	4.00	0	4.31	.73
I had a mentor who advised me during my work experience.	3.50	.71	3.93	1.21
While completing the work experience, I wanted to remain at the organization after the work experience was done.	3.00	1.41	3.84	1.09
My work duties were meaningful.	4.00	0	4.04	.95
I felt committed to the organization because they treated me well.	3.50	.71	4.07	.96
I really liked the organization with which I did my work experience.	4.00	0	4.07	.99
A lot of other people could be affected by how well my work got done.	3.00	0	3.89	1.03
I was compensated fairly for the work I did.	4.00	0	3.76	1.15
My work experience taught me a lot of things that I never would have been able to learn in the classroom.	3.50	.71	4.11	.89
After my work experience, I want a career in this industry.	2.00	0	3.29	1.25
My work experience helped me determine that this was a field I was interested in for a career.	2.50	.71	3.33	1.28
My work experience provided me with a chance to learn a lot about the field, profession, or business.	3.50	.71	3.78	1.02
My work experience required me to use a number of complex or high-level skills.	2.50	.71	3.82	1.11
My co-workers helped to make this a good experience.	4.00	0	4.16	.88
The people I worked with were friendly and helpful.	4.00	0	4.31	.90
Total	3.40	.38	3.91	1.03

The employee experience for Non-Champion ELITES respondents was .51 points significantly higher than the employee experience of Champion ELITES respondents. The statement with the largest difference in responses was “*After my work experience, I want a career in this industry.*”

This indicates that more of the non-Champion ELITES respondents were working in the

department of their academic major while the opposite was true of Champion ELITES respondents. The statements with the highest combined scores were “*My supervisor provided me with enough support while I was doing the work,*” and “*The people I worked with were friendly and helpful.*”

The final subscales were career support, psychosocial support, and role modeling, which was administered to Champion ELITES students (post-survey only) and to non-Champion ELITES students to gauge their perception of mentoring that they received from their supervisors. As shown in Table 33, the total mean of Champion ELITES respondents was 4.22 (SD 1.10) and the total mean of non-Champion ELITES respondents was 3.70 (SD 1.01).

**Table 33**

*Results of Mentoring Scale*

Statement	Champion ELITES students		Non-Champion ELITES students	
	Post-Survey		Survey	
	M	SD	M	SD
<b>CAREER SUPPORT</b>				
My mentor takes a personal interest in my career.	4.00	1.41	3.96	1.02
My mentor helps me coordinate professional goals.	4.00	1.41	3.87	1.10
My mentor has devoted special time and consideration to my career.	3.50	2.12	3.78	1.13
Career Support Total	3.83	1.65	3.87	1.08
<b>PSYCHOSOCIAL SUPPORT</b>				
I share personal problems with my mentor.	5.00	0	3.00	1.19
I exchange confidences with my mentor.	5.00	0	3.44	1.14
I consider my mentor to be a friend.	4.00	1.41	3.53	.92
Psychosocial Support Total	4.67	.47	3.32	1.08
<b>ROLE MODELING</b>				
I try to model my behavior after my mentor.	3.50	2.12	3.49	.87
I admire my mentor's ability to motivate others.	4.50	.71	4.02	.87

I respect my mentor's ability to teach others.	4.50	.71	4.22	.90
Role Modeling Total	4.17	1.18	3.91	.88
<i>Mentoring Total</i>	<i>4.22</i>	<i>1.10</i>	<i>3.70</i>	<i>1.01</i>

Results show that the subscales for mentoring rank as follows for Champion ELITES respondents: (1) Psychosocial support, (2) Role modeling, and (3) Career support. They rank as follows for non-Champion ELITES respondents: (1) Role modeling, (2) Career support, and (3) Psychosocial support. This highlights the fact that supervisors in the Champion ELITES program provided more psychosocial support than career support, and the opposite was true of non-Champion ELITES supervisors.

When looking at the results for each demographic group (refer to Table 34), juniors perceived themselves to be the most proficient in the career competencies (M=4.29), freshmen felt that they had the best employee experience (M=4.20), juniors felt that they received the most mentoring (M=4.11), and freshmen felt that they had the highest self-efficacy (4.38).

Students with two years of experience as a student employee perceived themselves to be the most proficient in the career competencies (M=4.35), students with one year of experience felt that they had the best employee experience (M=4.14), students with two years of experience felt that they received the most mentoring (M=3.92), and students with three years of experience felt that they had the highest self-efficacy (4.70).

**Table 34**

*Means of Scales per Student Demographic Populations*

Student Demographics	Competency Proficiency	Employee Experience	Mentoring	Self-Efficacy
	M	M	M	M
Classification				
Freshman	4.03	4.20	4.04	4.38
Sophomore	3.88	3.89	3.61	4.00

Junior	4.29	4.16	4.11	4.16
Senior	4.17	3.73	3.44	4.20
Time as Student Employee				
<1 Year	4.02	4.08	3.87	4.31
1 Year	4.13	4.14	3.68	3.93
2 Years	4.35	3.53	3.92	3.91
3 Years	4.13	3.62	3.11	4.70
4 Years	3.88	3.10	2.68	3.88

### ***Inferential Statistics***

Bivariate correlation analysis was conducted in SPSS to determine any relationship between movement of variables. Mentoring, self-efficacy, employee experience, and career competencies were the variables compared against one another. Table 35 shows the Pearson product coefficients of the variables. Although all correlations were positive, only three were statistically significant (indicated by a  $p$  value less than .05). The Pearson product correlation of mentoring and employee experience was found to be moderately positive ( $r = .51$ ,  $n = 44$ ,  $p < .001$ ). The Pearson product correlation of career competencies and self-efficacy was positively low ( $r = .38$ ,  $n = 44$ ,  $p < .05$ ) as well as the correlation of employee experience and career competencies ( $r = .40$ ,  $n = 44$ ,  $p < .05$ ). This shows the importance of creating a positive employee experience for the students.

**Table 35**

*Correlations for Student Variables*

Variable	1	2	3	4
1. Mentoring	-			
2. Self-Efficacy	.01	-		
3. Employee Experience	.51**	.23	-	
4. Career Competencies	.15	.38*	.40*	-

\* $p < .05$ . \*\* $p < .001$



Multiple regression analysis was conducted to determine how the variables affected each other. In Table 36, the dependent variable (career competencies) was regressed on predicting variables of self-efficacy, employee experience, and mentoring. The independent variables had a significant impact on career competencies,  $F(3, 40) = 4.39$ ,  $p < .01$ , and moreover, the  $R^2 = .19$  depicts that the model explains 19% of the variance in career competencies.

Additionally, coefficients were further assessed to ascertain the influence of each of the factors on the criterion variable (career competencies). The results revealed that self-efficacy had a significant and positive impact on career competencies ( $B = .29$ ,  $t = 2.14$ ,  $p < .05$ ). Employee experience also had a significant and positive impact on career competencies ( $B = .26$ ,  $t = 2.06$ ,  $p < .05$ ). However, all mentoring indicators, including career support, psychosocial support, and role modeling, were not significantly associated with career competencies.

**Table 36**

*Regression Coefficients of Variables on Career Competencies*

Independent Variable	B	$\beta$	SE
Self-Efficacy	.29*	.31	.14
Employee Experience	.26*	.34	.13
Mentoring	-.02	-.03	.11
Career Support	.03	.05	.12
Psychosocial Support	-.09	-.16	.11
Role Modeling	.21	.30	.13

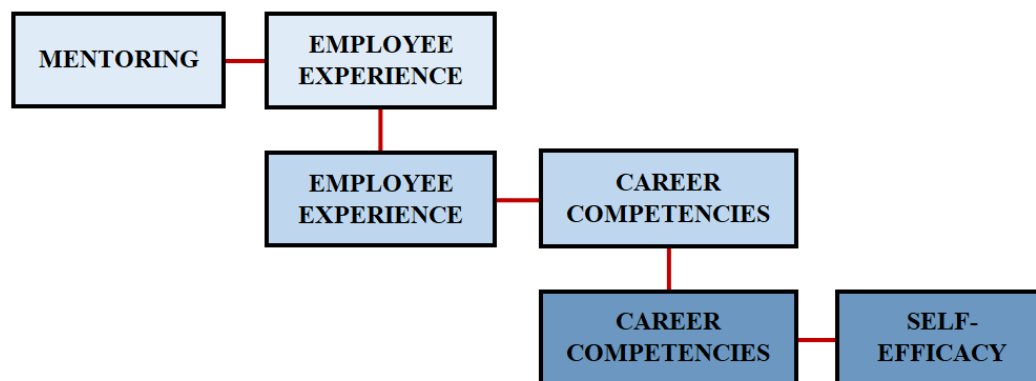
*Note.* Dependent variable = career competencies.

\* $p < .05$ .

Upon further investigation of the mentoring variable, multiple regression analysis was performed on the three factors of mentoring (career support, psychosocial support, and role modeling). Psychosocial support was the only factor that showed a negative impact on career competencies ( $B = -.09$ ,  $t = -.78$ ,  $p = .44$ ) and self-efficacy ( $B = -.27$ ,  $t = -2.27$ ,  $p < .05$ ), with the

latter having a significant impact. This is likely due to observed discrepancies in mentoring between faculty supervisors and staff supervisors. When dealing with faculty supervisors, students felt a level of intimidation from their faculty supervisors, who are looked at as experts in their field. Because of that, it may have been challenging to connect on an interpersonal level.

Although mentoring and self-efficacy did not show a significant positive relationship to career competencies and self-efficacy as expected, the results showed an interesting flow of relationships as shown in Figure 5.



**Figure 5**

### *Relationship Model of Constructs*

Based on the data, mentoring could positively affect the employee experience, and the employee experience could positively affect career competencies, which could then positively affect self-efficacy. This highlights the significance of the environment and experience that the student employee is exposed to. The data did not reveal a direct positive relationship between mentoring and career competencies or a direct positive relationship between mentoring and self-efficacy.

### *Student Performance Evaluations*

In November 2022, student supervisors were given a template evaluation form to conduct performance reviews with their student employees. The evaluation was taken from the

Association of College Unions International (ACUI) and administered through Qualtrics software (refer to Appendix N for the evaluation template). The student was instructed to complete a self-evaluation and the supervisor was to complete an evaluation of their student. Supervisors were then encouraged to hold a meeting with their students to compare and discuss the results. This intervention was proposed as a way to encourage feedback and communication between the supervisor and student.

The evaluation included five subscales: (1) Job-Related Behavior, (2) Job and Organization Skills, (3) Dependability and Attitude, (4) Customer Service Skills, and (5) Overall Performance. Table 37 shows the number of items in each set, reliability scores shown as Cronbach's alpha, means, standard deviations of the students' self-evaluation, and the supervisors' evaluations of their students.

**Table 37**

*Results of Performance Evaluations of Student Employees*

Subscale	Number of Items in Set	Cronbach's $\alpha$	Students		Supervisors	
			M	SD	M	SD
1. Job-Related Behavior	5	.95	3.93	.81	3.93	.83
2. Job & Organization Skills	5	.90	3.80	.92	3.87	.81
3. Dependability & Attitude	5	.95	3.73	.81	3.73	.64
4. Customer Service Skills	3	.94	4.11	1.02	4.00	.88
5. Overall Performance	3	.96	3.89	.84	3.67	.58
Total	21		3.89	.88	3.84	.75

Results show that the overall difference in scores from the student perspective and the supervisor perspective were quite small (3.89 and 3.84, respectively). In fact, overall scores from Subscale 1 and Subscale 3 were the same between the two groups (3.93 and 3.73, respectively). Subscale 4 (Customer Service Skills) scored the highest across both groups (4.11 and 4.00, respectively).

This informed us that the students and supervisors had similar expectations regarding the students' performance in their role. A large gap in scores would have been cause for concern.

Although the quantitative data did not show much difference in results pre-interventions and post-interventions, it did not mean that the interventions were unsuccessful. Because of the short amount of time to implement interventions and the small sample size, it was not a surprise that some of the quantitative data was inconclusive. This further attests to previous research pertaining to the difficulty of defining and quantifying mentorship.

### Qualitative Data

Qualitative data was collected throughout the cycle and was included in every questionnaire. The analysis process began with transcribing the interviews in Otter.ai, followed by deductive coding in NVivo 12. Deductive coding is a method that involves starting from a list of codes derived from key variables of the study (Miles et al., 2014). A list of anchor codes was created from the research questions (see Table 38).

**Table 38**

#### *Cycle 2 Anchor Codes*

Research Questions	Codes
<i>What can be learned at individual, group, and system levels that advances theory and practice in an action research project using mentorship to develop career competencies of student employees?</i>	Mentorship Learning
<i>What impact does a mentorship program have on developing career competencies and self-efficacy of undergraduate student employees?</i>	Mentorship Program Career Competencies Impact of Mentorship Program Self-Efficacy
<i>What impact does a community of practice have on student supervisors?</i>	Community Social Learning

Because the deductive coding did not seem rich enough, inductive coding was then conducted. Inductive coding refers to codes that emerge progressively during data collection (Miles et al., 2014). Table 39 illustrates the codes and definitions that emerged from inductive coding.

**Table 39**

*Codes and Descriptions*

Code	Description
Challenges	Challenges/obstacles that supervisors face when supervising student employees.
Solutions	Options that assist supervisors in overcoming the challenges of supervising student assistants. Ways in which supervisors can facilitate mentoring of their student employees.
Mentor Expectations	Traits/characteristics/behaviors that supervisors should display.
Mentor Traits	Traits/characteristics/behaviors that supervisors are displaying.
Mentee Expectations	Traits/characteristics/behaviors that student employees should display.
Mentee Traits	Traits/characteristics/behaviors that student employees are displaying.

Qualitative data were analyzed using a mix of description-focused coding and interpretation-focused coding during this first round of coding and the list of generated codes were compiled. Under “challenges,” codes were categorized into three clusters: University-related issues, student-related issues, and supervisor-related issues. Under “solutions,” codes were categorized into three clusters: feedback, supervisor resources, and student training. Codes for “mentee traits” and “mentee expectations” were merged into “Career Competencies.” Along the same lines, “mentor traits” and “mentor expectations” were merged into “Mentoring.” Clusters emerged from “mentoring” based on Kathy Kram’s (1983) Mentoring Model: Career Functions and Psychosocial Functions.

After arranging the clusters, they were used to analyze subsequent interviews. Along the way, notes and reflections were made to make better meaning of the data.

## Coding Scheme

After updating the categories, codes were combined and updated in each cluster. Tables 40-43 illustrate the coding schemes for each anchor code.

**Table 40**

*Coding for “Challenges”*

University-related Issues	Student-related Issues	Supervisor-related Issues
Getting students hired in timely manner	Attendance issues	Allowing students to work before being cleared by HR
No clearance to access certain systems	Critical Thinking/Problem Solving	
	Dress Code/Professional Appearance	
	Students taking role seriously	
	Too many obligations	
	Work ethics/professionalism	

**Table 41**

*Coding for “Solutions”*

Feedback	Supervisor Resources	Student Training
360-degree evaluations	Better connection with career services	Create a handbook/manual/binder
Having one on one conversations	Specific guidelines for supervisors	Offer training sessions
Self-review and supervisor review		Shadowing more experienced students
		Walking them through duties

**Table 42***Coding for “Career Competencies”*

Career Competencies		
Able to connect with people	Forward-thinking	Professionalism
All around just a great person	Great to work with	Reliable
Appropriate phone etiquette	Hands-on	Social interaction skills
Attention to detail	Interested in joining team	Taking initiative
Balance school and job	Interpersonal relations	Taking ownership
Being personable	Leadership skills	Team-oriented
Collaboration skills	Learning from position	Understands needs
Comfortable in diverse environment	Mature mindset	Willingness to do the work
Communication skills	Open to learning	Work ethic
Customer service skills	Positive personality traits	

**Table 43***Coding for “Mentoring”*

Career Functions	Psychosocial Functions	Role Modeling
Give a sense of leadership	Be encouraging	Taking on some of my traits
Give a sense of responsibility	Be personable with them	
Give a sense of pride	Being a people person	
Helping student identify strengths	Having a nurturing demeanor	
Helping them see strengths	Having an open door policy	
I'm interested and invested in what it is that you're trying to do	Help teach and guide	
Letting them teach us	Feel as though they can come to you	
Making it a learning experience	Being open-minded	
Matching skills with tasks	Communication	
Offer a space for them to work	Listening	
Recognizing different communication styles		

Setting expectations	Mindful of other obligations  Sharing knowledge and experiences Showing compassion  Talk about school  Tell them about support services They can talk to you about anything  Treating them with respect	
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## Big Ideas

The most profound insight that came from the qualitative data analysis in this cycle was that the project was evolving, and the focus of the study was shifting from interventions involving student employees to interventions involving student supervisors. It was unexpected that “Challenges” and “Solutions” would emerge from the data, which aligns with the direction that the project was heading. Table 44 shows some of the relevant quotes to accompany codes that emerged.

**Table 44**

*Codes with Relevant Quotes*

Code	Participant	Quote
Challenges: Professional Appearance	SS1	“I have had challenges with students understanding work ethics and professionalism. As far as dress code, how you dress when you come into the department”
	SS2	“Pull yourself together. Pull your hair back if you have to, but be able to present in a professional manner when you arrive”



	SS3	“And I will say that I had to go back and, I guess reiterate and/or emphasize some things pertaining to dress code”
Challenges: University-Related	SS2	“I think maybe a challenge would be not being able to really pull them into the tasks that I'm dealing with in order for them to be a direct student assistant with me and my responsibilities. Like, I can't necessarily delegate, because they don't have access. They don't have those computer accesses in order to let's say, purchase something”
	SS3	“Currently, because of everything that I do in support of the faculty, they're not able to do they don't have access to the systems. We can't give them access to the system”

Another implication came from coding the “mentoring” section. Once the codes were categorized into “career functions” and “psychosocial functions,” it began to unveil that more codes fell into the psychosocial function than the career function. This further highlighted the fact that elements of mentoring from supervisors were unbalanced. Students had indicated that they desired leadership development and career development from their student employment experience, but supervisors were instead providing more psychosocial support than career support.

### **Cycle 3 - Movement III**

The third movement of a concerto is fast and lets the soloist show off one final time. This final movement often features a section that the music returns to, called a rondo. Based on feedback and observations from Cycle 2, the AR team realized that the student supervisors were lacking the support structure and resources to facilitate the type of mentoring that was expected. Table 45 summarizes each phase of this action research cycle and then they are explained in detail.

**Table 45***Cycle 3 Summary of Interventions*

Timeline	Proposed Intervention	Justification & Anticipated Outcomes	Resources Needed
<b>CONSTRUCTING</b>			
<i>To discover what needs to change</i>			
January, 2023	Collect Data – Supervisors	To identify experiences of student supervisors that affect their ability to facilitate mentoring and student development.	Division HR Office
<b>PLANNING ACTION</b>			
<i>To develop change strategies - To organize for implementation</i>			
February 16, 2023	Hold AR Team Meeting	To further discuss data and create a list of potential supervisors to participate in the study. Sought to have a variety of departments represented from each major field of study within the division.	Microsoft Teams
April, 2022	Design Supervisor Questionnaire #1	To develop an instrument that would assess supervisor's initial perception of their own supervisory skills and mentorship goals.	Qualtrics
April, 2022	Design Supervisor Questionnaire #2	To develop an instrument that would assess how perception of mentoring relationship with student employees has changed over the course of the semester.	Qualtrics
May 11, 2023	Hold AR Team Meeting	To collaborate, review data, and make decisions regarding the progress of the project.	Microsoft Teams
May, 2022	Design Supervisor Training Evaluation	To develop an instrument that would assess the effectiveness of training workshops organized for student employee supervisors. Survey consists of questions using a 5-point Likert scale along with open-ended questions.	Qualtrics
May, 2022	Design Supervisor Interview Protocol	To develop a semi-structured interview protocol to understand the experience of student supervisors and gain reflective perspective.	N/A
May, 2022	Hold AR Team Meeting	To collaborate, review data, and make decisions regarding the progress of the project.	Microsoft Teams
June, 2022	Design Student	To develop an instrument that would assess initial perception of students'	Qualtrics; 8 NACE Career Competencies

	Questionnaire #1	proficiency of the eight NACE career competencies	
June, 2022	Design Student Questionnaire #2	To develop an instrument that would assess students' proficiency of the eight NACE career competencies and impact of mentor relationship with supervisor in developing competencies at the end of the semester.	Qualtrics; 8 NACE Career Competencies
June, 2022	Hold AR Team Meeting	To collaborate, review data, and make decisions regarding the progress of the project.	Microsoft Teams
July, 2022	Design Student Training Evaluation	To develop an instrument that would assess the effectiveness of training workshops organized for student employees. Survey consists of questions using a 5-point Likert scale along with open-ended questions.	Qualtrics
July, 2022	Design Student Interview Protocol	To develop a semi-structured interview protocol to understand the experience of student employees and gain reflective perspective.	N/A
July, 2022	Hold AR Team Meeting	To collaborate, review data, and make decisions regarding the progress of the project.	Microsoft Teams
July, 2022	Design Student Employee Evaluations	To provide supervisors with an evaluation tool to guide feedback and performance with student employees.	N/A
TAKING ACTION <i>To execute and manage the change</i>			
March, 2023	Administer Supervisor Pre-Assessment	To assess supervisors' initial perception of their own supervisory skills and mentorship goals.	Pre-Assessment (Qualtrics)
March 10, 2023	Conduct Orientation	To provide an overview of the community of practice. Introductions, overview of CoP, overview of NACE competencies, rules of engagement.	Meeting Space; Presenters; Training Evaluations
March, 2023	Administer Orientation Evaluation	To gain feedback from supervisors regarding learnings. This feedback was important for AR Team when planning topics for future sessions.	Supervisor Training Evaluation (Qualtrics)
February 16, 2023	Hold AR Team Meeting	To review orientation and assessment data.	Microsoft Teams; Qualtrics

March 24, 2023	Discussion #1	To discuss the topic on onboarding.	Microsoft Teams
April 7, 2023	Discussion #2	To discuss the topic of communication/feedback.	Microsoft Teams
April 10, 2023	Appreciation Luncheon	To celebrate and appreciate student employees and student supervisors. Strengthen relationship with Career Services and get feedback.	Meeting Space; Catered Meal
April 21, 2023	Discussion #3	To discuss the topic of facilitating NACE Competencies.	Microsoft Teams
May 11, 2023	Hold AR Team Meeting	To discuss progress of project and implementation of additional interventions that may be needed. Interventions could include email reminders, sessions with employers, etc.	Microsoft Teams;
<p style="text-align: center;"><b>EVALUATING ACTION</b>  <i>To review and keep the change on track - To evaluate effectiveness and impact</i>  <i>To learn from the change experience</i></p>			
April-May, 2023	Administer Supervisor Post-Assessment	To assess how perception of mentoring relationship with student employees has changed over the course of the semester.	Post-Assessment (Qualtrics)
May, 2023	Conduct Supervisor Interviews	To debrief, discuss experiences, and gain reflective insight from supervisors.	Microsoft Teams; Interview Protocol
Summer, 2023	Analyze Data	To identify overall findings.	Qualtrics

## Constructing

It was decided that the student supervisors would be the focus of the third cycle. It was also realized that although the emphasis had been on student supervisors in staff positions, it became evident that student supervisors that were faculty members also needed some support. This was evidenced by the results of the Student Employee Survey. As such, a community of practice was created as the major intervention of Cycle 3.

A community of practice refers to people who participate in a process of group learning in a common field of human effort. There are three distinct characteristics that differentiate a community of practice from a mere community (Wenger-Trayner & Wenger-Trayner, 2015):

1. Domain - A community of practice is more than just a group of friends or a social network. Its identity is established through a common area of interest. Therefore, membership implies a dedication to the field and, as a result, a shared competence that sets members apart from others.

2. Community - Members collaborate on projects and debates, lend a hand to one another, and share knowledge as they pursue their interests in respective domains. They establish connections that allow them to learn from one another, and they are concerned about one another's reputations.

3. Practice - Practitioners make up a community of practice. They create a collective toolbox of resources, including experiences, stories, tools, and strategies for solving persistent issues—in other words, a collective practice.

## **Planning**

All supervisors of undergraduate student employees were invited to participate in the community of practice. Due to issues of attrition at the beginning of Cycle 2, it was decided to combine the supervisor sign-up, pre-survey, and consent all into one process, which was facilitated through Qualtrics software. Although it was understood that it would be a much longer sign-up process, we also knew that those that invested the time to complete it would be more likely to be engaged in the project. Emails were sent to 90 potential participants and 11 signed-up to be a part of the community of practice (refer to Appendix O for email templates). Table 46 provides a profile of each student supervisor (indicated by SS). Role, department area,

number of student employees, and number of years as a student supervisor are also shown. SS #1 and SS #5 were previous participants in Cycle 2 who returned for this cycle.

**Table 46**

*Cycle 3 Participant Profile*

Participant	Role	Area	# of SE*	Years as SS**
SS #1	Staff	Humanities	10+	9+
SS #5	Staff	Natural & Computational Sciences	2	9+
SS #6	Staff	Natural & Computational Sciences	1	3-5
SS #7	Faculty	Natural & Computational Sciences	10+	9+
SS #8	Staff	Social & Behavioral Sciences	4	3-5
SS #9	Faculty	Natural & Computational Sciences	3	9+
SS #10	Staff	Humanities	5+	9+
SS #11	Faculty	Natural & Computational Sciences		3-5
SS #12	Faculty	Natural & Computational Sciences	5+	9+
SS #13	Staff	Humanities	10+	3-5
SS #14	Staff	Social & Behavioral Sciences	10+	3-5

*Note.* SE = Student Employees(s). SS = Student Supervisor.

**Acting**

Once informed consent was acquired from each participant, interventions commenced.

Table 47 describes each intervention and then they are described below.

**Table 47**

*Supervisor Interventions*

Date	Intervention	# of Participants
3/10/23	Orientation	6
3/24/23	Discussion #1 - Onboarding	5
4/7/23	Discussion #2 – Feedback & Communication	4
4/10/23	Appreciation Luncheon	9
4/21/23	Discussion #3 – Mentoring & Facilitating NACE Competencies	2

## ***Orientation***

The first activity of the community of practice was to conduct an orientation for the participants. This was a way for the participants to get to know more about each other as well as learn more about the action research team. The action research team was also able to learn more about the specific situation of each participant and the challenges that they were facing. The concept of a community of practice was shown as well as an introduction and overview of the eight NACE career competencies. It was also important that rules of engagement were established so that participants felt comfortable being open and honest in the discussions.

## ***Discussion Sessions***

After the orientation, three one-hour discussion sessions were scheduled based on feedback from the pre-assessment and orientation evaluation. Sessions were scheduled to occur every other week and were conducted via Microsoft Teams. This allowed for more flexibility since some participants were working a hybrid schedule. It also allowed for easier access of the files, chat, and recordings of each session for those that were not in attendance. AR team members were invited, except for the two that held senior leadership positions in the division. This was done to avoid participants feeling intimidated and to encourage open dialogue. Not knowing how many people would show up and how long each topic would take, two topics were decided for discussion #1. The main topic was onboarding, and that discussion took up all the time that was allotted, so only one topic was introduced for the two subsequent sessions.

For each discussion, administrative tasks were completed first, including a review of the purpose of the community, project schedule updates, and a reminder of the rules of engagement. Subsequently, two question prompts were given for each topic and then each attendee was invited to provide their thoughts, reflections, questions, and comments. I was surprised and glad

that everyone was engaged in each discussion. Participants felt comfortable enough to be vulnerable about their challenges, while also being receptive to feedback from others.

### ***Resource Sharing***

Another aspect of the community of practice was resource sharing. Microsoft Teams was utilized as a central repository for our initiative. It allowed participants to continue our discussions as well as post documents and resources that others could benefit from. Examples of resources that were shared included student employee handbooks, student evaluation forms, attire standards, and employee expectations. The benefit of this was that it reduced the time needed to create new documents when someone else already had a template for it. Also, for those that previously had some sort of resource, seeing documents from other departments allowed them to assess if they needed to make any updates to their own materials.

### ***Appreciation Luncheon***

Since National Student Employment Appreciation Week occurred during this cycle, the AR team organized an Appreciation Luncheon on April 10, 2023. As far as we knew, the institution had never recognized this particular week, so we set out to provide a model to not only celebrate and appreciate student employees, but the student supervisors as well. This was an invitation-only event for the supervisors participating in the Champion ELITES program and all their undergraduate student employees. This event was co-sponsored by the University Career Services (UCS) office, and the executive director was present to talk about how to strengthen the relationship between supervisors and UCS. After introductions and while eating lunch, a discussion was facilitated with the following prompts:

*For supervisors:* (1) What does mentoring mean to you? (2) What do you look for in student employees? (3) What would enhance your experience as a student supervisor?



*For students:* (1) What skills have you developed in your student employment role? (2)

What do you look for in student supervisors? (3) What would enhance your experience as a student employee?

14 people submitted RSVPs and about nine attended. Although we were hoping for better attendance, the ones that did attend indicated on the session evaluation that they felt it was a worthwhile event (refer to Appendix K for session evaluation templates).

### **Evaluating**

The evaluating phase consisted of quantitative and qualitative data analysis. Table 48 reflects participation in interventions and data collected from student supervisors (indicated by SS#). As shown, student supervisors #1 and #5 were participants in the previous cycle and continued participating in this cycle. Student supervisors #15 and #16 did not wish to participate after the signup/pre-survey because they felt that they would not have the time to commit to the project. Student supervisor #7 also dropped out during the cycle. Student supervisors #6 and #14 were absent for all the interventions.

**Table 48**

*Cycle 3 Data Spreadsheet*

Part ID	Role	Area	Pre-Survey	CoP Orient	Orient Eval	Discuss #1	Eval #1	Discuss #2	Eval #2	Discuss #3	Eval #3	Post-Survey	Post-Interview
Supervisor Profile			Quant/Qual	Qual	Quant/Qual	Qual	Quant/Qual	Qual	Quant/Qual	Qual	Quant/Qual	Quant/Qual	Qual
SS1	Staff	Humanities	X	X	n=6	X	n=4		n=5	X	n=3	X	X
SS2	Staff	Humanities											
SS3	Staff	Natural & Computational Sciences											
SS4	Staff	Natural & Computational Sciences											
SS5	Staff	Natural & Computational Sciences	X			X		X				X	X
SS6	Staff	Social & Behavioral Sciences	X	X									
SS7	Faculty	Natural & Computational Sciences	X										
SS8	Staff	Social & Behavioral Sciences	X	X		X				X		X	X
SS9	Faculty	Natural & Computational Sciences	X									X	X
SS10	Staff	Humanities	X	X		X		X				X	X
SS11	Faculty	Natural & Computational Sciences	X	X				X				X	X
SS12	Faculty	Natural & Computational Sciences	X			X						X	
SS13	Staff	Humanities	X	X				X				X	X
SS14	Staff	Social & Behavioral Sciences	X										
SS15	Staff	Humanities	X										
SS16	Staff	Humanities	X										

*Note.* Dark shading represents ineligibility to participate in specific intervention.

Results are presented in two sections. The first section provides results from the quantitative data and the second section provides results from the qualitative data. Data sources and data collection procedures are presented prior to the results. Quantitative data included results from a pre-survey, post-survey, and evaluation surveys. Pre- and post-surveys were

administered to student supervisors to gauge their knowledge of the NACE career competencies, their perceptions of their student competency levels, and their perceptions of their own supervisory skills and ability to develop career competencies of their student employees. This data process allowed for the examination of any changes that occurred pre- and post-interventions throughout the cycle. T-Tests were used to analyze differences in pre- and post-assessments.

Qualitative data included open-ended questionnaires, interviews with student supervisors, researcher observations, and organizational documents. Interviews lasted 45 minutes to an hour and were conducted via Microsoft Teams. Supervisors also provided reflections after each intervention. Qualitative data were analyzed using inductive and deductive coding to identify ideas and themes from the transcripts.

### **Analysis Process**

#### **Quantitative Data**

Quantitative data was collected via questionnaires throughout the cycle. This included a pre-survey that was administered in early March 2023, a post-survey that was administered in late April 2023, and session evaluations that were administered immediately following each session. All questionnaires were administered utilizing Qualtrics software. Refer to Appendix P and Q for pre- and post-survey templates, respectively. Session evaluation templates can be found in Appendix K.

#### ***Measures***

The measures for this cycle remained the same as the previous cycle. Mentorship was measured using the Mentoring Functions Questionnaire-9 (MFQ-9; Castro et al., 2004). The original 15-item Scandura and Ragins (1993) measure was modified and reduced to nine items.

Three items were retained for each dimension (career support, psychosocial support, and role modeling).

Self-efficacy was measured using the New General Self-Efficacy Scale (NGSE; Chen et al., 2001). The NGSE is an 8-item measure that assesses how much people believe they can achieve their goals, despite difficulties.

Career competencies were measured using the 2022 NACE Student Survey for Bachelor's and Graduate Students, which includes a 15-item set to gauge the actual work experience and an 8-item set to gauge proficiency of the NACE competencies.

### ***Reliability of Scales***

The pre-survey and post-survey administered to student supervisors consisted of four subscales: (1) Importance of competencies in order to be a successful student employee in the department, (2) Comfort level with each competency and ability to assist employees with developing them, (3) Perception of student employees' proficiency of competencies, and (4) Self-perception as a student supervisor. In determining reliability of the subscales, SPSS was used to compute the Cronbach's alpha for each one. As shown in Table 49, the reliabilities for the subscales listed above were .83, .87, .88, and .68, respectively. Optimal values should range between .7 and .9 (Creswell & Creswell, 2018). Because the subsets include less than 10 items and the sample sizes were relatively small, it can be expected that the reliability levels may range between .5 and .7. Based on this, the surveys can be deemed reliable.

**Table 49**

*Cycle 3 Subscales and Cronbach's  $\alpha$*

<b>Subscales</b>	<b>Number of Items in Set</b>	<b>Cronbach's <math>\alpha</math></b>
1. Importance of Competencies	8	.83
2. Comfort Level with Competencies	8	.87

3. Perception of Student Proficiency	8	.88
4. Self-Perception as Supervisor	7	.68

### ***Demographics***

Demographic information included questions in the pre-survey such as job role, years of experience supervising students, type and number of students they supervise, and frequency of conducting performance reviews with students. As shown in Table 50, 38.5% of participants represented the humanities, 38.5% represented natural and computational sciences, and 23% represented social and behavioral sciences. Regarding job roles, 31% of participants had faculty roles and 69% had staff roles at the institution. Participants were asked about their years of experience supervising students. 15.4% had 0-2 years of experience, 38.5% had 3-5 years, and 46.1% had 9+ years of experience supervising students.

Types of students that participants supervised are shown as well. Student types include federal work-study (students who are paid by the federal government), graduate assistants (graduate students that receive an assistantship), and student assistants (undergraduate students who are paid directly from the department in which they work). 77% of participants supervised federal work-study students, 38% of participants supervised graduate assistants, and 62% of participants supervised student assistants. Most participants supervised more than five students in each category.

When asked how often they conduct performance evaluations with their student employees. 8% (one supervisor) was new to the student supervisor role, 33% had not done any reviews, 25% conducted reviews once per semester, 17% conducted them once per year, and another 17% marked “other.” Those that selected “other” indicated that they conducted evaluations as needed.

**Table 50***Cycle 3 Supervisor Demographic Profile*

Department Areas	N	%
Humanities	5	38.5
Natural & Computational Sciences	5	38.5
Social & Behavioral Sciences	3	23
Job Role		
Faculty	4	31
Staff	9	69
Years of Experience		
0-2 years	2	15.4
3-5 years	5	38.5
6-8 years	0	0
9+ years	6	46.1
Student Types		
Federal Work-Study	10	77
Graduate Assistant	5	38
Student Assistant	8	62
Review Frequency		
I am a new supervisor	1	8
I have not done any	4	33
Once per semester	3	25
Once per year	2	17
Other	2	17

***Descriptive Statistics***

Tables 51-54 show descriptive statistics, including means and standard deviations, for the following subscales: (1) Importance of competencies in order to be a successful student employee in the department, (2) Perception of student employees' proficiency of competencies, (3) Comfort level with each competency and ability to assist employees with developing them, and (4) Self-perception as a student supervisor. Choices were on a 5-point Likert scale ranging from 1 (Not at all) to 5 (Extremely).

The first subscale analyzed was the importance of the eight NACE competencies from the supervisors' point of view. As shown in Table 51, the most important competency for

supervisors in the pre-survey was communication, which was consistent with the supervisor data from the previous cycle. In the next column, data for the post-survey showed that the most important competency was equity and inclusion. The competencies that remained in the top three included communication, professionalism, and teamwork.

**Table 51**

*Importance of Competencies*

Competency	Pre-Survey			Post-Survey		
	M	SD	Rank	M	SD	Rank
Career & Self-Development	3.92	.90	8	3.75	.89	8
Communication	4.58	.52	1	4.38	.52	T3
Critical Thinking	4.50	.67	T2	4.25	.89	6
Equity & Inclusion	4.42	.67	5	4.63	.52	1
Leadership	4.00	.85	T6	4.38	.52	T3
Professionalism	4.50	.52	T2	4.38	.52	T3
Teamwork	4.50	.52	T2	4.50	.54	2
Technology	4.00	.74	T6	4.13	.84	7
Total	4.30	.67		4.30	.65	

*Note.* T = Tie

When asked to rate how proficient they believed students were in each competency, supervisors felt that technology, teamwork, and equity and inclusion were the highest. All scores were lower from the pre-survey to the post-survey except for leadership, which went from ranking last to ranking first (refer to Table 52).

**Table 52**

*Employee Proficiency of Competencies*

Competency	Pre-Survey			Post-Survey		
	M	SD	Rank	M	SD	Rank
Career & Self-Development	3.42	.79	7	3.38	.52	T5
Communication	3.58	.79	6	3.25	.71	7
Critical Thinking	3.67	.78	5	3.13	.64	8
Equity & Inclusion	3.92	.90	T2	3.75	1.04	4

Leadership	3.33	.89	8	4.38	.74	1
Professionalism	3.83	1.03	4	3.38	.74	T5
Teamwork	3.92	.79	T2	3.88	.46	T2
Technology	4.00	.85	1	3.88	.64	T2

*Note.* T = Tie

Supervisors were asked to rate how confident they are with helping students develop each of the competencies. Table 53 shows that the top competency was teamwork. The lowest competencies were career and self-development and leadership.

**Table 53**

*Supervisor Confidence with Competencies*

Competency	Pre-Survey			Post-Survey		
	M	SD	Rank	M	SD	Rank
Career & Self-Development	4.17	.94	7	4.13	.84	T7
Communication	4.42	.79	T4	4.50	.54	4
Critical Thinking	4.42	.79	T4	4.63	.52	1
Equity & Inclusion	4.50	.67	3	4.50	.54	T2
Leadership	4.00	1.044	8	4.13	.84	T7
Professionalism	4.58	.669	2	4.38	.52	5
Teamwork	4.67	.492	1	4.50	.54	T2
Technology	4.25	.622	6	4.25	.71	6
Total	4.38	.75		4.38	.63	

*Note.* T = Tie

Notably the communication competency ranked third in importance, sixth in student proficiency, and fifth in supervisor development. This showed that although communication was an important skill for students to have, the students were not displaying proficiency in that competency and supervisors were not helping the students develop it. This was consistent with results from the previous cycle. Notably, student results from the previous cycle indicated that students perceived themselves to be strong in the communication competency.



Table 54 shows results of supervisors' self-perception of their supervision. Overall scores decreased pre-interventions to post-interventions, which suggests more understanding of themselves in their role from being a part of the community of practice. The only statement that increased was *I provide fair performance evaluations for student workers*, which means that the performance evaluation interventions from both cycles were having a positive effect.

**Table 54**

*Self-Perception of Supervisor Experience*

Statements	Pre-Survey		Post-Survey	
	M	SD	M	SD
I am knowledgeable about my work.	4.83	.39	4.50	.54
I take time to listen to student workers.	4.75	.45	4.25	.71
I provide fair performance evaluations for student workers.	3.83	1.53	4.25	.71
I have reasonable expectations of student workers.	4.33	.65	4.25	.71
I ensure student workers have sufficient training.	3.83	.84	3.63	.92
I set a positive example for my student workers.	4.33	.65	4.13	.64
I ensure student workers understand mistakes and how to correct them.	4.42	.67	4.13	.35
Total	4.33	.74	4.16	.65

At the conclusion of the community of practice, supervisors were asked about their experience in the community. Choices were on a 5-point Likert scale ranging from 1 (Not at all) to 5 (Extremely). Table 55 shows that the overall mean for the responses was 3.75 (SD .542) and the statement that scored highest was “because of this community, I feel more supported in my role as a student supervisor.” Based on these scores, the community of practice was deemed a success.

**Table 55***Community of Practice Effectiveness*

Statements	Post-Survey	
	M	SD
Because of this community, I acquired a deeper knowledge of the eight NACE competencies.	3.88	.64
Because of this community, I feel more prepared to facilitate career development with my student employees.	3.88	.35
Because of this community, I have learned skills and acquired resources to effectively assist me in my role as a student supervisor.	3.63	.52
Because of this community, I feel more supported in my role as a student supervisor.	4.00	.76
Because of this community, I was able to overcome at least one challenge I face as a student supervisor.	3.38	.52
Overall, I feel more confident as a mentor to my student employees.	3.75	.46
<i>Total</i>	<i>3.75</i>	<i>.54</i>

***Inferential Statistics***

All four constructs were assessed via pre-survey at the beginning of the cycle and a post-survey at the end of the cycle. Paired samples t-tests (using a p-value of 0.05) were performed in SPSS to determine any significant differences in the scores. If the p-value of the hypothesis test is less than the significance level ( $\alpha = .05$ ), then it can be concluded that there is a statistically significant difference between variables. If the p-value is not less than .05, then it can be concluded that there is not a statistically significant difference between the variables. As shown in Table 56, the p-values for each construct are not less than .05. Therefore, it can be concluded that there is no statistically significant difference between the pre-survey and post-survey scores.

**Table 56***Cycle 3 T-test Results*

Supervisor Constructs	M	t	Two-sided p
1. Importance of Competencies	.04	.80	.46
2. Comfort Level with Competencies	.14	.55	.60
3. Perception of Student Proficiency	.14	.67	.53
4. Self-Perception as Supervisor	.02	.21	.84

**Qualitative Data**

Qualitative data was collected throughout the cycle via multiple sources. This included open-ended responses on the pre-survey, post-survey, and session surveys. Interviews were also conducted at the conclusion of the cycle. Researcher observations, notes, and reflections were gathered as well. Refer to Appendix R for the interview protocol.

The analysis process began with transcribing the interviews in Otter.ai, followed by deductive coding in NVivo 12. Deductive coding is a method that involves starting from a list of codes derived from key variables of the study (Miles et al., 2014). The list of anchor codes that was created from the research questions was used just as it was in the previous cycle. (see Table 57). As relationships were discovered, broader categories were developed from these anchor codes. The broader categories were examined, and then theme-related ideas were identified. These ideas were regularly amended during the analytic process to account for the influences of the various data sources.

**Table 57***Summary of Themes and Assertions*

Themes and Theme-Related Components	Assertions
CHALLENGES	
1. The Federal-Work Study Program can be hard to understand and navigate.	Students and supervisors face a variety of challenges that hinder

2. The hiring process for student employment makes a smooth onboarding process difficult.	mentoring and development.
<p style="text-align: center;">FEEDBACK</p> 1. Supervisors sometimes struggle with giving negative feedback to students. 2. Supervisors do not conduct regular performance reviews of students.	Supervisors should provide regular feedback to their employees.
<p style="text-align: center;">SUPPORT</p> 1. Supervisors feel overworked and underappreciated. 2. Resources are lacking or not made readily available to supervisors. 3. There is no standard structure for how to develop student employees.	Supervisors are less inclined to go above and beyond when they feel unsupported.
<p style="text-align: center;">COMMUNITY</p> 1. Supervisors were able to share resources. 2. Supervisors did not realize that others had the same challenges as them. 3. Supervisors gained confidence in their role as a student mentor.	The community of practice provided a forum for supervisors to discuss challenges, share resources, and gain confidence in mentoring.

### ***Assertions***

Challenges: Assertion – *Students and supervisors face a variety of challenges that hinder mentoring and development.*

The following theme-related elements were discovered to support the theme supporting this claim: (1) The Federal Work-Study program can be hard to understand and navigate. (2) The hiring process for student employment makes a smooth onboarding process difficult.

A common theme that appeared in every conversation and survey were the challenges students and supervisors face. These challenges can be categorized into student-related issues, supervisor-related issues, and university-related issues.

Student-related issues that were mentioned include mental health concerns. One supervisor says, “I’ve had a number of students, especially in recent years who’ve really cited lots of mental health concerns or aspects of their personal life and have been more vocal about that than they have in the past.” Another supervisor refers to the stress that students bear from

attending school as well as the responsibility of financing their way through school. The supervisor goes on to say, “A lot of these students, they’re depending on this money, to be able to help them to be able to go to school and to be able to maintain a living. And sometimes some of them have two, three jobs. And that can be very stressful for them.”

Supervisor-related challenges primarily included not feeling like there was enough time to devote to mentoring students. One supervisor says, “Having examples of how to do things makes it so much easier than having to search or problem solve, because I feel we’re all stressed for time. And so anything that takes a lot of time to figure out or to develop, just likely means it won’t happen.

University-related issues primarily consisted of struggles with hiring and onboarding students. One supervisor stated, “The hiring time from requesting applications to actually getting someone in the system and able to work is, in my opinion, just currently unacceptable. It takes too long to do that.”

Feedback: Assertion - *Supervisors should provide regular feedback to their employees.*

The following theme-related elements were discovered to support the theme supporting this claim: (1) Supervisors sometimes struggle with giving negative feedback to students. (2) Supervisors do not conduct regular performance reviews of students.

When asked what you enjoy the least about supervising students, one supervisor said, “Having to have difficult conversations with my students.” Another supervisor said “I don’t do formal performance evaluations with my students. I just have conversations when needed, but I can see how performance evaluations would be beneficial since they will experience those in their career.”

Support: Assertion – *Supervisors are less inclined to go above and beyond when they feel unsupported.*

The following theme-related elements were discovered to support the theme supporting this claim: (1) Supervisors feel overworked and underappreciated. (2) Resources are lacking or not made readily available to supervisors. (3) There is no standard structure for how to develop student employees.

This was a prominent theme throughout the project. One supervisor stated, “I think all it takes is putting an invested interest in supporting the supervisors, and they will then be more inclined to support the students in providing those career competencies and development. Another supervisor made the following comment: “I’ve started to observe that the culture is not as prevalent for development of staff.” Another statement made by a supervisor was, “I feel there’s a lack of support here. I don’t think that the information is really being created to help with certain challenges that we may have.”

Community: Assertion – *The community of practice provided a forum for supervisors to discuss challenges, share resources, and gain confidence in mentoring.*

The following theme-related elements were discovered to support the theme supporting this claim: (1) Supervisors were able to share resources. (2) Supervisors did not realize that others had the same challenges as them. (3) Supervisors gained confidence in their role as a student mentor.

One of the student supervisors said the following about the community:

Honestly, there was a lot of information that I just didn’t have to begin with, and I didn’t really know about the NACE competencies before this. I didn’t even know that was a thing, so that was really helpful to learn. Even how to direct my energies and have a more

structured approach with student assistants was really useful. It was also really helpful to me on a personal level to hear other people's frustrations, because sometimes I think that I feel I'm the only one dealing with this issue. It was nice to have a group of people to help approach different situations."

### **Conclusion**

Just as a concerto comes full circle –starting with a theme, deviating from the theme, and then coming back to it, this action research project also comes full circle. I was a music major in my undergraduate years and my mentor was the director of bands. That experience shaped who I am today, and it comes full circle that I can do the same with my students. When a graduate was interviewed during Cycle 1, they had a similar experience as quoted below.

I definitely remember that moment and it definitely helped me in my career today. It helped build my confidence. Now, people come to me and want me to review their work and it's like it's come full circle. I used to be the one doing this, but now people are doing it to me...so it definitely helped.

As the conductor of this project, I have aimed to think through the details of this concerto and collaborate with all stakeholders to bring the vision of student development to life. This chapter has highlighted the mentoring in the movements and how the focus shifted from the students to the supervisors in an effort to make a greater impact on the students.

## CHAPTER 4

### INSIGHTS AND ACTIONABLE KNOWLEDGE

The purpose of this study was to investigate how to guide student supervisors in providing mentorship that develops career competencies and self-efficacy of undergraduate student employees. The functions of mentoring: career development, psychosocial support, and role modeling were used as a guiding framework for the various behaviors supervisory mentors can demonstrate that engender positive results for their direct reports and proteges (Allen et al., 2004; Dickson et al., 2014). The research questions that guided this study were:

- 1. What can be learned at individual, group, and system levels that advances theory and practice in an action research project guiding supervisors in developing career competencies of student employees?*
  - 1a. What impact does a mentorship program have on developing career competencies and self-efficacy of undergraduate student employees?*
  - 1b. What impact does a community of practice have on student supervisors?*

In this chapter, insights and actionable knowledge will be discussed. After further discussion of conclusions, implications, lessons learned, and next steps will be highlighted.

### Conclusions

Quantitative data did not show that mentoring improved career competencies in this study, but it did show a significant correlation with the employee experience. The employee experience showed a significant correlation with career competencies, and career competencies



showed a significant correlation to self-efficacy. It also uncovered discrepancies between perception and reality regarding proficiency of career competencies.

For example, supervisors felt that communication was one of the top competencies that students needed, and although they felt that this was one of the lowest competencies that students currently displayed, they were also not actively helping the students develop it, especially when the students self-perception of communication was high. Qualitative data uncovered a myriad of challenges that supervisors were facing when it came to elevating the student employment experience, but supervisors were extremely reflective in recognizing areas in which they could improve.

Table 58 highlights Burnside et al.'s (2019) recommendations within a highly impactful student employment program. Activities and action items are also shown as was conducted in this study. This project highlights the importance of these activities in not only growth and development of student employees, but also student supervisors as they embrace the mentoring role.

**Table 58**

*Recommendations and Activities for Mentoring*

#	Recommendations	Activities
1	Establishment of foundational requirements or criteria to ensure preparedness and clarity regarding student and employer goals and expectations.	Orientation Teaching NACE Competencies
2	Cultivation of a supportive student-supervisor relationship in which the supervisor provides guidance and constructive feedback.	Goal Setting
3	Frequent opportunities for student articulation of learning and reflection on the connections between the student's experience, their coursework, and long-term career goals.	One on One meetings Mock Interviews
4	Engagement in both planned and authentic programming that allows for application of classroom learning, exploration of professional skills, and the development of relevant learning outcomes.	Training Sessions

5	Acknowledgment and documentation of student growth, contributions, and commitment during and after the experience.	Performance Reviews LinkedIn Posts
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As Anderson et al. (2018) concluded, this study found that student employment is a vital aspect of development for college students. This study was also complementary to Cheng and Alcantara's (2007) findings that on-campus employment provides several benefits to students. Conclusions as related to the research questions are as follows:

**Conclusion 1: Supervisors need structure and support to elevate their role as a mentor.**

In order for student supervisors to embrace a mentoring role, they need to feel valued. Many supervisors, especially those in a staff role, feel undervalued and overworked. This low morale became reflective of supervisors' desire to serve as mentors for their student workers. At the individual level, supervisors can be of greater benefit to their student employees when they feel equipped and supported in mentoring practices. Because supervisors have varying levels of education, experience in the role, and supervisory experience, this highlighted the importance of providing a structured model for supervisors. Since many supervisors mentioned how little time they have during the workday, they were more inclined to implement activities and practices that were already prescribed, as opposed to creating anything new.

Reflection became a central piece to how supervisors engaged student employees and how they could make the transition from a supervisor to a mentor. Some supervisors felt that they were too passive in their role, and some felt that they were too strict. Table 59 addresses the primary research question with reflections from supervisors about themselves when it came to mentoring.

**Table 59***Individual Level Reflections*

Research Question	Level	Quotes
What can be learned at individual, group, and system levels that advances theory and practice in an action research project using mentorship to develop career competencies of student employees?	Individual	I was able to see some of the potential blind spots that I had that I didn't anticipate when working with students. I was also able to learn how multifaceted this idea is and that it really is going to take more than just me to influence that culture in our office.
		I think I'd like to try to put more structure into the places where structure is lacking.
		I really value the mentorship portion of my role, and think it is more valuable ultimately than the strictly supervisory portion.
		I realized that an obvious gap that I was not really providing in a more formal manner is performance reviews.
		I honestly realized that there was more that I could be doing for our student assistants.
		I think I learned that I was way more of a passive supervisor.
		I realized that I could take a more hands on approach. I think I could loosen the reins a little bit, and trust my student assistants more, give them more responsibility, give them more autonomy, and sort of let them figure out things and trust that they will ask me if they can't do it. So it's both and like, a little less micromanaging on tasks, and a little more open communication.

This study also had implications on mindset. When supervisors only looked at themselves as supervisors, their actions reflected as such. When they understood how they can elevate themselves from a supervisor to a mentor, they felt that they could have more of an impact on the lives of students. Like McClellan et al. (2018), this study highlighted the need for a high level of engagement between supervisors and student employees to bring strengths and interests of the student employees into the student employment experience.

**Conclusion 2 – Community learning enhances the mentoring ability of student supervisors.**

Mentoring has traditionally focused on the needs of the mentee and has neglected the developmental needs of the mentor. This study aimed to highlight the developmental needs of

the mentors by creating spaces for student supervisors to collaborate with one another. This enhances their ability and desire to mentor students. In this case, the space was a community of practice as well as a designated online group for supervisors. This could also be accomplished with forums, outlets for suggestions, listening sessions, buddy programs (matching less experienced supervisors with more experienced supervisors, like a “mentoring the mentor” type program), specialized trainings, etc. Table 60 addresses the primary research question with reflective quotes about the Liberal Arts Division at Champion University.

**Table 60**

*Group Level Reflections*

Research Question	Level	Quote
What can be learned at individual, group, and system levels that advances theory and practice in an action research project using mentorship to develop career competencies of student employees?	Group	I feel there's a lack of support on the college level here. We have department meetings, but I don't think that the information is really being created to help with certain challenges that we may have.
		I really just had a new appreciation for how many other like-minded staff and faculty there are in the division who I should be collaborating with more on a periodic basis.
		I've definitely seen over the years that we're always stronger together.
		I realized that there's no standard structure for how we train and educate our student assistants. I think it would be helpful across the division to have at least some expectations for what it means to be a student assistant.

This project highlighted the importance of collaborative learning. Many institutions struggle with a silo culture, but when opportunities allow for collaboration, student supervisors gain development, which leads to a desire to mentor.

**Conclusion 3 – Institutions should invest in career readiness outside of the classroom to encourage a holistic experiential learning experience.**

Participant comments revealed that although the university was actively taking a role towards enhancing career competencies, it was lacking consistency. Much of the efforts had been devoted to experiential learning inside the classroom, but experiences outside of the classroom, such as student employment, were often overlooked. There were resources being developed for faculty to utilize in the classroom, but there were no resources being communicated for staff to utilize. Table 61 addresses the primary research question with reflections from student supervisors about Champion University.

**Table 61**

*System Level Reflections*

Research Question	Level	Quotes
What can be learned at individual, group, and system levels that advances theory and practice in an action research project using mentorship to develop career competencies of student employees?	System	There are some things that need to be changed within the university to make people's jobs a little more efficient and easier.
		I think that the institution has some kinks and issues that need to be worked out, and some processes and policies that need to be reviewed and looked at because some things don't work well in certain areas.
		I've started to observe that the culture is not as prevalent for development of staff.
		I think all too often in higher education it's easy for staff to get overlooked in professional development.
		I noticed in my conversations with some very high up people at the university that they're not always talking about the same thing when they talk about experiential learning.

Experiential learning programs provide a unique opportunity for students to work on skills that are difficult to replicate in a traditional classroom but will be required for career success after graduation. The National Association of Colleges and Employers (NACE) Career Competencies provided a satisfactory model for specific skills that supervisors could assist students with developing. It also provided student employees with specific and actionable

knowledge for them to develop. The NACE Career Competencies provided a nice framework for career readiness. These 8 boundary-crossing interpersonal and cognitive competencies identify what employers are most looking for and provided a solid guide for professional development.

### **Mentorship Program**

Graduates have indicated that career advice from faculty or staff members is more helpful than advice from the career services office (Strada Education Network & Gallup, Inc., 2018b). Qualitative data showed that a mentorship program between student supervisors and their student employees can have a positive impact on developing career competencies and self-efficacy, even when the quantitative data did not show a significant change. When supervisors can balance the mentoring functions of career support, psychosocial support, and role modeling, student employment can serve as a high-impact experience for development.

This program allowed supervisors to elevate their role from being a student supervisor to a student mentor, while gaining a better understanding of the differences in the two roles. The following quote is a great summation of this insight:

When I started, it was more of a supervisory role, making sure that they were doing the things that I asked. But I think as I've gotten more comfortable in my role, the mentor aspect has taken up more space. There's still the supervisory stuff, such as giving them tasks to work on and making sure that they are following the rules. Then also the housekeeping stuff, like making sure they get paid in the system, and all that stuff that comes with being a supervisor. But what I have found is that our students are really good students who are very driven and have a very good sense of where they are going with their career. So, I found that it's been more of me advising them on how to be professional, how to ask for things like recommendation letters, how to include things on

their CV in a way that makes it clear what their responsibilities are and what their skills are. So, I think the distinction for me has been that the more administrative stuff is supervisory. Showing the students what kind of skills they'll need, giving them encouragement, and developing those skills is more of the mentor part.

## Community of Practice

A key proponent of social constructivism was Vygotsky, who argued that most learning is not obtained in isolation, but rather through interaction with others in socially embedded contexts. Social constructivist notions of learning provide a theoretical foundation for mentoring and peer mentoring (Nguyen, 2017). This idea of social constructivism underpins the need for opportunities for collaboration, support, and for learning.

By implementing a community of practice for student supervisors, a foundation of support was established that could empower those supervisors to utilize mentoring techniques within their student employment programs. This would drive the organization towards the future state by improving career competencies of student employees. Table 62 provides a summation of quotes from supervisors that participated in the community of practice. The quantitative data showed positive outcomes of the community of practice, and the following quotes supported the quantitative data.

**Table 62**

### *Community of Practice Reflections*

Research Question	Quotes
<i>What impact does a community of practice have on student supervisors?</i>	I would like to see a version of this continue in the <i>Liberal Arts Division</i> . I think this would go a long way towards building a culture of professional development by student supervisors, which I would hope would then help to build a culture of investment in staff development by leadership.

	Understanding what other departments are doing to enhance their students' future goals and aspirations has given me much information.
	It was good to talk through actual issues as they come up, even very specific ones. I often feel that trainings and the like take a broader scope that is not nearly as applicable.
	I'm glad that I put forth the effort to attend the meetings. I feel more confident as a mentor to my students. Most of all, I know who to turn to for support as a student supervisor.
	My overall experience in this community of practice was a great experience. I was able to share some of my experiences as a student supervisor with others in the group, and also took away some pointers and advice from others in the group. We were able to share information such as handbooks, evaluation forms, office policies and procedures, and other things that would help with mentoring our student workers. I loved that we were in a safe space where we could talk freely about anything that concerned us as student supervisors. Overall, I would love to see a continuation of this community group.

Findings showed that a community of practice provides student supervisors with a greater sense of community and confidence to effectively develop career competencies of student employees.

### **Complementarity and Integration of Quantitative and Qualitative Data**

The results from quantitative and qualitative data show complementarity (“harmony”) in some areas and differences (“discord”) in others. In Cycle 2, the quantitative data from the pre- and post-surveys showed a decrease over time. This is not corroborated by qualitative data, which indicates that supervisors and students benefitted from the mentorship program. Qualitative data from interviews were consistent and complementary across all three cycles. Topics of feedback, mentoring, and challenges from supervisors and students provided a comprehensive understanding of the current situation and needs for future improvement. Regarding mentoring aspects, both quantitative data and qualitative data showed that supervisors were providing more psychosocial support although students were seeking more career support.



The data differed in themes of perception versus reality. Students perceived themselves to be highly proficient in competencies such as communication, critical thinking, and professionalism when supervisors disagreed. Supervisors often cited deficiencies that students had in these competencies.

When combined, the qualitative and quantitative data are mostly complementary throughout the cycles. Cycle 1 highlighted the value of mentoring and feedback qualitatively. Cycle 2 highlighted relationships between mentoring, employee experience, career competencies, and self-efficacy. In this cycle, the qualitative data was more insightful than the quantitative data. The data uncovered discrepancies between psychosocial support and career support. It also uncovered the challenges that supervisors were facing. In Cycle 3, the quantitative and qualitative data revealed discrepancies between supervisor expectations and supervisor mentoring. Both types of data also supported the value of a community of practice for student supervisors. The qualitative data provides the quantitative data more depth and enable a deeper comprehension of the numerical data.

### **Lessons Learned**

Reflection involves exploring links between behavior and outcomes, questioning ideas and assumptions, and seeking understanding (Coghlan, 2019). As the project continued to develop, I learned new and creative ways to engage the AR Team in the process. Some insight that emerged from an action learning case was that I could have done more with the team to build buy-in by coming to a clear consensus of what our roles were in making an impact on our students. I facilitated the “Nine Whys” activity and was able to peel back some layers of our individual purpose. One of the impactful responses received was “I do it because I want them to have opportunities that I did not have.” Another member revealed that the motivation for them

was the impact a mentor had on them as a college student. I was then able to wrap up the activity by summarizing how the individual purposes align with the goals of the project.

Another lesson learned was that the fall semester was a difficult time to implement the mentorship program because many of the supervisors had not even hired any students at that time. The spring semester would have yielded more opportunities for participation. After data was collected, I realized that there were more questions that could have been asked in the questionnaires and even the interviews. For example, in the questionnaire that was administered to the non-Champion ELITES students in Cycle 2, it would have been helpful to ask if the students' supervisor was a faculty member or staff member. Champion University also has another category of student employees from a program for honor students. Because this program was not a universal program, it was excluded from this study, but a question could have been asked on the non-Champion ELITES questionnaire to pinpoint those students as they could have potentially skewed the data. Similarly, the GPA range of the students could have been helpful to ask in case academic standing had a noticeable correlation to proficiency of the NACE competencies and/or their employee experience.

There were lessons learned regarding survey construction using Qualtrics software. Answer choices for some questions were listed from smallest to largest, while others were listed from largest to smallest. Although this could alleviate response bias, it did require reverse coding during analysis. It was also noticed that survey responses needed to be checked multiple times because the order of the results did not match the order of the questions (this was mainly the case with rating statements).

Regarding participant retention, one of the biggest changes from Cycle 2 to Cycle 3 was the sign-up, consent, and pre-survey process. In Cycle 2, those components were separate, and it

was difficult to retain those potential participants. In Cycle 3, all those components were combined into one process. Although it took longer for participants to complete, it ensured greater retention from those participants.

### **Limitations**

The limitations of the study included factors such as sample size and length of the cycles. Because of challenges stemming from the staff reorganization, it was more difficult than expected to solicit participants in Cycle 2. It then became a challenge to retain them throughout the semester. With sample sizes being relatively small, use of inferential statistical analysis was limited. Triangulation was helpful in maintaining trustworthiness.

The most significant limitation was the length of time of the study. Each cycle was conducted over the course of a semester (12-15 weeks). This is a relatively short time to expect significant results of mentoring and self-efficacy. A lot of information was packed into those semesters, and it may not have given enough time to effectively implement them. More data would have increased the power of quantitative statistical data analysis.

Another limitation that affected the survey results was the Dunning-Kruger effect. People who experience the Dunning-Kruger effect think they are smarter and more capable than they actually are (McIntosh et al., 2019). In essence, people with low abilities lack the abilities to detect their own inadequacy. They tend to exaggerate their talents since they have inadequate cognitive capacities and poor self-awareness. Occasionally, having some bit of knowledge on a subject leads people to mistakenly believe that they are well informed of it. It became evident that both supervisors and students felt that they were more proficient in various areas than they actually were. Once interventions were conducted, they were then able to realize that they had

more to learn. This created over-inflated scores on pre-surveys and more realistic scores on post-surveys.

### **Implications for Practice**

Through the implementation of Champion E.L.I.T.E.S, I have learned that supervisors genuinely want to help students. The challenge is that many supervisors, especially with staff roles, struggle with low morale due to feelings of being undervalued. In order to assist supervisors successfully work with their student employees in developing experiential learning and development, they must be given the support and resources to embrace their role as a mentor. This project aimed to acknowledge the responsibility that supervisors take on when they hire student employees. Providing a safe space for collaboration, growth, and development was also an outcome of the project. This allowed for discussions regarding challenges that were hindering their role as supervisors. At that point, solutions could be discussed and researched. This showed supervisors that an effort was being made to assist them. The appreciation luncheon was a great way to show appreciation for supervisors and student employees. This also provided a forum for group learning across departments.

Utilization of the NACE competencies is very helpful in giving student employees and student supervisors an idea of what potential employers are looking for in their workers. By understanding what the competencies are and specific actions to develop those competencies, students can be equipped to not only display those competencies, but also articulate how they can make a greater impact in their careers.

Broadly, mindset and intentionality makes a difference. Once supervisors came to the realization that they could have a significant role in the development of students, they were able to be intentional in their role. Once students realized that they could use their student job as a

way to build their resume, network, and apply knowledge in a practical setting, they were more intentional about their job. Students should not only become familiar with the NACE competencies, but they should be able to articulate how they have used those competencies. Institutions should evaluate their strategic goals and ensure that any initiatives involving career readiness is holistic and immersive. This means that not only should resources and energy be placed into career readiness inside of the classroom, but outside as well. The burden of career readiness should also not be placed solely on the career services office but spread throughout all employee groups at the institution. As one participant quoted earlier, we are always stronger together.

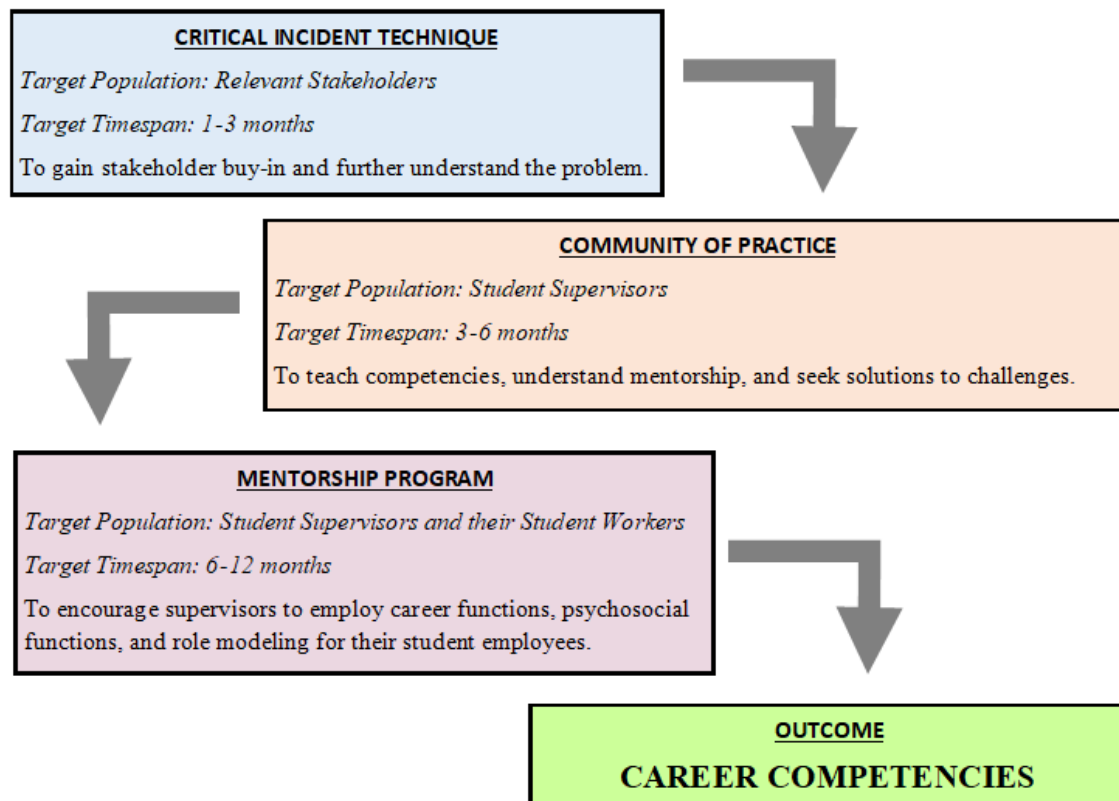
### **Implications for Future Research**

Future research that would be beneficial to explore would be differences in student employment programs in academic units vs. non-academic units. This project found that student employment roles can vary in these different units and more could be known as to the implications of those differences. Also, it would be interesting to learn more about differences in student types (undergraduate vs. graduate students). Certain functions of mentoring could be explored further, specifically how demographic relationships may affect psychosocial functions. Do students and supervisors in the same demographic groups form interpersonal relationships more than others?

Relevantly, further research exploring faculty supervisors vs. staff supervisors would be enlightening as well. This project only touched on that aspect in Cycle 3, but a dedicated study could uncover more. When looking at responses from those in the student employee group regarding receiving positive and negative feedback, it sparked some curiosity regarding the

effects of different types of feedback on student employees. How does negative feedback and positive feedback impact their development?

This project evolved from a mentorship between student employees and their supervisors, to a community of practice with student supervisors. Based on observations, it is proposed that future researchers explore reversing those cycles. Figure 6 shows a proposed framework for future research. The first cycle would continue as the critical incident technique to engage more with stakeholders. The second cycle would be a community of practice in which supervisors are able to learn about the NACE competencies and share practices for implementing those competencies into their student employment operation. Afterwards, the third cycle would be a mentorship program so that the supervisors are able to apply their learnings in practice.



**Figure 6**

*Proposed Framework for Future Research*

## **Next Steps**

While conducting this action research project, a few new initiatives began to take shape across the institution. A new ten-year strategic plan was introduced with experiential learning as one of the tenets. The Career Services office also implemented a Student Assistant Supervisor Certification Program, in which I was invited to serve as a facilitator. This opportunity essentially scaled the Champion ELITES program across the entire institution. As it continues to provide support to student supervisors, I am excited to see that supervisors have an interest in facilitating experiential learning and development for their student employees.

Because of such positive feedback from the Champion ELITES program, a new community of practice was initiated throughout the liberal arts division. All student supervisors were invited to a new team via Microsoft Teams and began sharing resources. Community discussions will be planned from community feedback, with the first set of trainings covering the topics of using Discord as a student employment tool, using project management systems such as Microsoft Teams and Microsoft OneNote in student employment operations, and a joint presentation with human resources representatives to make the student hiring process more streamlined.

## **Closing**

Through this research, supervisors were able to be guided in developing career competencies and self-efficacy of undergraduate student employees. The implementation of the Champion ELITES program provided a model by which institutions of higher learning can invest in student employment as a high-impact activity for career development. In music, a melody is a series of pitches and rhythms that are arranged to give a pleasing effect. Similarly, mentorship is most effective when the aspects of mentoring (psychosocial support, career functions, and role

modeling) are balanced holistically. By creating this melody of mentorship, student employees will be better equipped to be global leaders in an ever-changing world.



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## APPENDICES

### Appendix A: Supervisor Pre-Survey

Thank you for agreeing to participate in this research study. The purpose of this study is to investigate how mentoring relationships between student supervisors and undergraduate student employees affect the development of career competencies and self-efficacy for professional development. Please answer the following questions.

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Department \_\_\_\_\_

Title \_\_\_\_\_

How many years of experience do you have with supervising student employees?

☐ 0-2 years

☐ 3-5 years

☐ 6-8 years

☐ 9+ years

What type of student employees do you supervise?

☐ Federal Work-Study Students (Undergraduates paid by the Federal Government)

☐ Graduate Assistants (Graduate students paid by the department)

☐ Student Assistants (Undergraduates paid by the department)

How many students do you currently supervise?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ More than 5

In the past, how often have you performed performance reviews with your undergraduate student employees?

- ☐ I am a new supervisor
- ☐ I have not done any reviews
- ☐ Once per semester
- ☐ Once per year
- ☐ Other

## **Appendix B: Supervisor Post-Survey**

Thank you for being a part of this research project. Please complete the following survey, thinking about your experience during this semester. The term "student" and "mentee" are used interchangeably in this survey.

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

How much do you agree with the following statements:

	Not at all	Not very much	Somewhat	Very Much	Extremely
I provided enough support to my mentee while they were doing the work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I advised my mentee during their work experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While completing the work experience, my mentee wanted to remain at the organization after the work experience was done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provided work duties that were meaningful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentee was compensated fairly for the work they did.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work experience taught my mentee a lot of things that they never would have been able to learn in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After this work experience, my mentee is interested in a career in this industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This work experience helped my mentee determine that this was a field they were interested in for a career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This work experience provided my mentee with a chance to learn a lot about the field, profession, or business.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This work experience required my mentee to use a number of complex or high-level skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate how much you provided opportunities for your mentee to improve proficiency in these areas:

	Not at all	Not very much	Somewhat	Very Much	Extremely
Career & Self-development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equity & Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide any specific examples of how you were able to help develop the following competencies in your mentee:

Career & Self-Development\_\_\_\_\_

Communication\_\_\_\_\_

Critical Thinking\_\_\_\_\_

Equity & Inclusion\_\_\_\_\_

Leadership\_\_\_\_\_

Professionalism\_\_\_\_\_

Teamwork\_\_\_\_\_

Technology\_\_\_\_\_

Please rate your perception of yourself as a student supervisor/mentor in the following statements:

	Not at all	Not very much	Somewhat	Very Much	Extremely
I am knowledgeable about my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take time to listen to student workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide fair performance evaluations for student workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have reasonable expectations of student workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ensure student workers have sufficient training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set a positive example for my student workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ensure student workers understand mistakes and how to correct them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which activities did you participate in during this project?

- ☐ Orientation - 9/23/22
- ☐ Focus Group - 10/21/22
- ☐ Student Evaluation - by 11/18/22
- ☐ Performance Review Meeting - by 12/2/22

Which resource materials in the Microsoft Teams group did you find to be helpful?

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What have you learned about yourself during this research experience?

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What do you need in order to improve the experiential learning environment for your student employees?

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If this research project were to be conducted again in Spring 2023, would you be interested in participating (could be with the same student or other ones)?

☐ Yes

☐ No

### Appendix C: Student Pre-Survey

Thank you for agreeing to participate in this research study. The purpose of this study is to investigate how mentoring relationships between student supervisors and undergraduate student employees affect the development of career competencies and self-efficacy for professional development.

Your individual responses are kept confidential and are not shared with your supervisor. Your participation in this study does not affect your employment status.

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Classification

- ☐ Freshman (0-29 credits earned)
- ☐ Sophomore (30-59 credits earned)
- ☐ Junior (60-89 credits earned)
- ☐ Senior (90+ credits)

Academic Major \_\_\_\_\_

College of Academic Major \_\_\_\_\_

Department/Unit of Student Employment \_\_\_\_\_

Supervisor First Name \_\_\_\_\_

Supervisor Last Name \_\_\_\_\_



How long have they been your supervisor

- ☐ Less than 1 year
- ☐ 1 year
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ More than 4 years

How long have you been a student worker at Champion University

- ☐ Less than 1 year
- ☐ 1 year
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ More than 4 years

Please rate your level of proficiency in the following areas:

**Critical Thinking/Problem Solving**

Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

- ☐ High level of proficiency (extensive experience)
- ☐ Moderately High level of proficiency (good experience)
- ☐ Average level of proficiency (some experience)
- ☐ Low level of proficiency (little experience)
- ☐ No level of proficiency (no experience)

**Oral/Written Communications**

Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

- ☐ High level of proficiency (extensive experience)
- ☐ Moderately High level of proficiency (good experience)
- ☐ Average level of proficiency (some experience)
- ☐ Low level of proficiency (little experience)
- ☐ No level of proficiency (no experience)

**Teamwork/Collaboration**

Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

- ☐ High level of proficiency (extensive experience)
- ☐ Moderately High level of proficiency (good experience)
- ☐ Average level of proficiency (some experience)
- ☐ Low level of proficiency (little experience)
- ☐ No level of proficiency (no experience)

**Digital Technology**

Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

- ☐ High level of proficiency (extensive experience)
- ☐ Moderately High level of proficiency (good experience)
- ☐ Average level of proficiency (some experience)
- ☐ Low level of proficiency (little experience)
- ☐ No level of proficiency (no experience)

**Leadership**

Leverage the strengths of others to achieve common goals, and use the interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

- ☐ High level of proficiency (extensive experience)
- ☐ Moderately High level of proficiency (good experience)
- ☐ Average level of proficiency (some experience)
- ☐ Low level of proficiency (little experience)
- ☐ No level of proficiency (no experience)

**Professionalism/Work Ethic**

Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

- ☐ High level of proficiency (extensive experience)
- ☐ Moderately High level of proficiency (good experience)
- ☐ Average level of proficiency (some experience)
- ☐ Low level of proficiency (little experience)
- ☐ No level of proficiency (no experience)

**Career Management**

Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

- ☐ High level of proficiency (extensive experience)
- ☐ Moderately High level of proficiency (good experience)
- ☐ Average level of proficiency (some experience)
- ☐ Low level of proficiency (little experience)
- ☐ No level of proficiency (no experience)

**Global/Intercultural Fluency**

Value, respect, and learn from diverse cultures, races, ages, genders, and sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

- ☐ High level of proficiency (extensive experience)
- ☐ Moderately High level of proficiency (good experience)
- ☐ Average level of proficiency (some experience)
- ☐ Low level of proficiency (little experience)
- ☐ No level of proficiency (no experience)

Rank the following skills in the order of which you would like to develop them during your student employment period.

- \_\_\_\_\_ Critical Thinking/Problem Solving
- \_\_\_\_\_ Oral/Written Communications
- \_\_\_\_\_ Teamwork/Collaboration
- \_\_\_\_\_ Digital Technology
- \_\_\_\_\_ Leadership
- \_\_\_\_\_ Professionalism/Work Ethic
- \_\_\_\_\_ Career Management
- \_\_\_\_\_ Global/Intercultural Fluency

Please select your agreement with each statement below.

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I will be able to achieve most of the goals that I have set for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When facing difficult tasks, I am certain that I will accomplish them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I think that I can obtain outcomes that are important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I can succeed at almost any endeavor to which I set my mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to successfully overcome many challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can perform effectively on many different tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared to other people, I can do most tasks very well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even when things are tough, I can perform quite well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you hope to gain from your student employment experience?

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What are some of the challenges you face as a student employee?

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### Appendix D: Student Post-Survey

Thank you for being a part of this research project. Please complete the following survey, thinking about your experience during this semester. The term "supervisor" and "mentor" are used interchangeably in this survey.

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Please rate your proficiency in the following areas:

	None	Low	Average	Moderately High	High
Career & Self-development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equity & Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide any specific examples of how you were able to develop the following competencies:

Career & Self-Development\_\_\_\_\_

Communication\_\_\_\_\_

Critical Thinking\_\_\_\_\_

Equity & Inclusion\_\_\_\_\_

Leadership\_\_\_\_\_

Professionalism\_\_\_\_\_

Teamwork\_\_\_\_\_

Technology\_\_\_\_\_

How much do you agree with the following statements:

	Not at all	Not very much	Somewhat	Very Much	Extremely
My supervisor provided me with enough support while I was doing the work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had a mentor who advised me during my work experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While completing the work experience, I wanted to remain at the organization after the work experience was done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work duties were meaningful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt committed to the organization because they treated me well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really liked the organization with which I did my work experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lot of other people could be affected by how well my work got done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was compensated fairly for the work I did.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work experience taught me a lot of things that I never would have been able to learn in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After my work experience, I want a career in this industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work experience helped me determine that this was a field I was interested in for a career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work experience provided me with a chance to learn a lot about the field, profession, or business.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My work experience required me to use a number of complex or high-level skills.

☐☐☐☐☐

My co-workers helped to make this a good experience.

☐☐☐☐☐

The people I worked with were friendly and helpful.

☐☐☐☐☐

Please select the most appropriate response to each of the following statements.

My mentor takes a personal interest in my career.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

My mentor helps me coordinate professional goals.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

My mentor has devoted special time and consideration to my career.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

Please select the most appropriate response to each of the following statements.

I share personal problems with my mentor.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

I exchange confidences with my mentor.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

I consider my mentor to be a friend.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

Please select the most appropriate response to each of the following statements.

I try to model my behavior after my mentor.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

I admire my mentor's ability to motivate others.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

I respect my mentor's ability to teach others.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

Please select your agreement with each statement below.

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I will be able to achieve most of the goals that I have set for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When facing difficult tasks, I am certain that I will accomplish them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I think that I can obtain outcomes that are important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I can succeed at almost any endeavor to which I set my mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to successfully overcome many challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can perform effectively on many different tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared to other people, I can do most tasks very well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even when things are tough, I can perform quite well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which activities did you participate in during this project?

☐

Orientation - 9/23/22

☐

Focus Group - 10/19/22

☐

Self Evaluation - by 11/18/22

☐

Performance Review Meeting with Supervisor - by 12/2/22



## Appendix E: Student Employee Survey

Thank you for being a part of this research project. Please complete the following anonymous survey, thinking about your student employment experience during this semester. The term "supervisor" and "mentor" are used interchangeably.

Were you a student worker within the *Liberal Arts Division* during Fall 2022?

☐ Yes

☐ No

Classification

☐ Freshman (0-29 credits earned)

☐ Sophomore (30-59 credits earned)

☐ Junior (60-89 credits earned)

☐ Senior (90+ credits)

College of Academic Major \_\_\_\_\_

Academic Major \_\_\_\_\_

How long have you been a student worker at Champion University?

☐ Less than 1 year

☐ 1 year

☐ 2 years

☐ 3 years

☐ 4 years

☐ More than 4 years

Please rate your proficiency in the following areas:

	None	Low	Average	Moderately High	High
Career & Self-development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equity & Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide any specific examples of how you were able to develop the following competencies:

Career & Self-Development \_\_\_\_\_

Communication \_\_\_\_\_

Critical Thinking \_\_\_\_\_

Equity & Inclusion \_\_\_\_\_

Leadership \_\_\_\_\_

Professionalism \_\_\_\_\_

Teamwork \_\_\_\_\_

Technology \_\_\_\_\_

How much do you agree with the following statements:

	Not at all	Not very much	Somewhat	Very Much	Extremely
My supervisor provided me with enough support while I was doing the work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had a mentor who advised me during my work experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While completing the work experience, I wanted to remain at the organization after the work experience was done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work duties were meaningful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt committed to the organization because they treated me well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really liked the organization with which I did my work experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lot of other people could be affected by how well my work got done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was compensated fairly for the work I did.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work experience taught me a lot of things that I never would have been able to learn in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After my work experience, I want a career in this industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work experience helped me determine that this was a field I was interested in for a career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My work experience provided me with a chance to learn a lot about the field, profession, or business.

☐☐☐☐☐

My work experience required me to use a number of complex or high-level skills.

☐☐☐☐☐

My co-workers helped to make this a good experience.

☐☐☐☐☐

The people I worked with were friendly and helpful.

☐☐☐☐☐

Please select the most appropriate response to each of the following statements.

My mentor takes a personal interest in my career.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

My mentor helps me coordinate professional goals.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

My mentor has devoted special time and consideration to my career.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree

- ☐ Disagree
- ☐ Strongly Disagree

Please select the most appropriate response to each of the following statements.

I share personal problems with my mentor.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

I exchange confidences with my mentor.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

I consider my mentor to be a friend.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

Please select the most appropriate response to each of the following statements.

I try to model my behavior after my mentor.

- ☐ Strongly Agree

- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

I admire my mentor's ability to motivate others.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

I respect my mentor's ability to teach others.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

Please select your agreement with each statement below.

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I will be able to achieve most of the goals that I have set for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When facing difficult tasks, I am certain that I will accomplish them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In general, I think that I can obtain outcomes that are important to me.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

I believe I can succeed at almost any endeavor to which I set my mind.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

I will be able to successfully overcome many challenges.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

I am confident that I can perform effectively on many different tasks.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Compared to other people, I can do most tasks very well.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Even when things are tough, I can perform quite well.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

## **Appendix F: Action Research Team Survey**

Thank you for your service as a member of the Champion E.L.I.T.E.S. Action Research Team.  
Please answer the following questions as honestly as possibly.

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Please mark your agreement with the following statements.



	Strongly Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I feel that I have a good understanding of what action research is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have a good understanding of the 8 NACE career competencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have a good understanding of mentoring theory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have a good understanding of self-efficacy theory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have a good understanding of communities of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that this is a worthwhile research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have been able to contribute to the research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that there has been adequate communication regarding the project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that decisions have been made based on research, data, and insights from the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that this research project has been helpful to me in my professional role.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In what ways have you been able to contribute to the team and/or project?

---

What have you learned about yourself as a result of being a member of this research team and how has that shaped you moving forward?

---

What have you learned about the group as a result of being a member of this research team and how has that shaped you moving forward?

---

What have you learned about the organization as a result of being a member of this research team and how has that shaped you moving forward?

---

## Appendix G: Interview Protocol – Action Research Team

- Welcome
  - Thanks for being a part of the project
  - Reminder of project purpose
  - Reminder of confidentiality
  - Questions
1. What made you interested in being a part of this research team?
  2. What have you learned/observed about yourself from being a part of this research?
  3. What have you learned/observed about the *Liberal Arts Division* from being a part of this research?
  4. What have you learned/observed about *Champion University* from being a part of this research?
  5. What type of change do you think this research inspired?
  6. How has your perspective changed regarding student employment at *Champion University*?
  7. What challenges exist for student employees?
  8. What challenges exist for student supervisors?
  9. What are your thoughts about the concept of student supervisor vs mentor? What is the difference for you?
  10. In your opinion, what do student employees need from supervisors to build career competencies?
  11. Does mentoring affect career competencies of students?
  12. Does mentoring affect self-efficacy of students?
  13. Is there a specific moment during this research that stands out for you?
  14. Do you feel that other people around you feel the same way about student mentorship?
  15. Which discussion was the most impactful one for you?
  16. How will your student employment program change after being a part of this community?
  17. What other tools/resources would help make you more successful as a student mentor?

## **Appendix H: Interview Protocol – Critical Incident Technique**

- Welcome
- Thanks for being a part of the project
- Reminder of project purpose
- Reminder of confidentiality
- Questions

### **Student Employee:**

1. Think about a time as a student employee when you received positive feedback from your supervisor concerning your work. What happened? How did it make you feel? How did it affect your work afterwards?
2. Think about a time as a student employee when you received negative feedback from your supervisor concerning your work. What happened? How did it make you feel? How did it affect your work afterwards?
3. Think about a time as a student employee when your supervisor involved you in a project where you were able to learn useful skills that could translate into your career. What was it? What was your involvement? What skills did you learn? How did it/could it translate into your career?

### **Student Supervisor:**

1. Think about a time as a student supervisor when you gave positive feedback to your student worker about their work. What happened? How did it make you feel? How did they respond?
2. Think about a time as a student supervisor when you gave negative feedback to your student worker about their work. What happened? How did it make you feel? How did they respond?
3. Think about a time as a student supervisor when you intentionally involved your student worker in a project that would provide them with useful skills that could translate into their career. What was it? What was their involvement? What was your involvement? What skills did they learn? How did it/could it translate into their career?

### **Employer:**

1. Think about a time that you felt a recent college graduate lacked certain skills needed to succeed in a professional environment. What happened? What could they have done differently? How would they have known what to do?

### **Recent Grad:**

1. Think about a time as a college graduate when you felt that you were prepared with appropriate skills to be successful on a project in the workplace. What was the situation? What skills were needed to be successful in that situation? What in college prepared you for that situation? How did it make you feel?
2. Think about a time as a college graduate when you felt that you were not prepared with appropriate skills to be successful on a project in the workplace. What was the situation? What skills were needed to be successful in that situation?

3. Think about a time in which a mentor figure in college gave you positive feedback concerning your work. What happened? How did it make you feel? How did it affect your work afterwards?
4. Think about a time in which a mentor figure in college gave you negative feedback concerning your work. What happened? How did it make you feel? How did it affect your work afterwards?

## **Appendix I: Email Templates – Mentorship Program**

### **Supervisor Email #1**

Greetings. Many of you know me in my role managing conference and program services for the College, but I am coming to you today as a doctoral candidate at the University of Georgia. I am conducting a research project that explores the impact of supervisor mentorship in developing career competencies and self-efficacy of student employees and YOU ARE INVITED to be a part of this important study. I have already spoken to many of you about this over the past few weeks, so I look forward to your participation.

The project is intended to last for one semester (starting September 2022). There will be assessments, trainings, and interviews (all conducted virtually) involved to support your student supervision role, resulting in the advancement of career readiness skills for our student employees. We are also interested in collecting best practices from your experiences with supervising students.

If you have undergraduate student employees that you supervise (work study/student assistant) and are willing to participate in this project, click the link below to get started (deadline is Thursday, September 1). IRB approval has been obtained and more information can be found attached. Please contact Torrez Wilson at “email” with any questions.

### **“Signup Link”**

Once you sign-up, you will receive the consent form via Adobe Sign.

### **Supervisor Email #2**

Good afternoon and thank you for being a part of this research project. I have received your consent form and will be reaching out to get consent from your student employee. In the meantime, please complete the following short survey as soon as possible. Once I receive the surveys, I will be working to schedule an orientation to go through more details about the project. Let me know if you have any questions:

### **“Survey Link”**

### **Supervisor Email #3**

Please find attached a copy of your student evaluation as well as the student’s self-evaluation. Please review/compare and I hope you schedule a one-on-one meeting with the student to have a conversation about it, especially in areas that differed. Please do so no later than Friday, December 2<sup>nd</sup>.

I am looking to schedule interviews with each participant 12/12 through 12/14. Please let me know what you have available, and I can go ahead and schedule it.

### **Student Email #1**

Good afternoon. I work in the Dean's Office for the *Liberal Arts Division* at *Champion University*, and I am also a doctoral student at the University of Georgia. I am conducting a research project that explores supervisor mentorship in building career competencies of student employees. Your supervisor has agreed to participate, and you are now invited to participate. Please be aware that your participation will not affect your employment and any survey responses will be anonymous. I am attaching a consent form for you and then I will send a short pre-survey. If you have any questions, don't hesitate to let me know.

### **Student Email #2**

Thank you for being a part of this research project. I have received your consent form and now ask that you click the link below to complete a short survey as soon as possible. Once I receive the surveys, I will be working to schedule a virtual orientation to go through more details about the project. Let me know if you have any questions:

"Survey Link"

### **Student Employee Email**

Greetings,

I am an employee in the Dean's Office of the *Liberal Arts Division* at *Champion University*. I am also a doctoral student at the University of Georgia, conducting research on supervisor mentorship in developing career competencies and self-efficacy of undergraduate student employees.

You are receiving this message because you have been identified as an undergraduate student employee in the *Liberal Arts Division*. You are invited to participate in this study by completing a short survey describing your student employment experience.

Your responses will be completely anonymous and can assist in developing programs and resources for the benefit of student employees and supervisors.

**Please complete the following survey no later than Monday, December 26, 2022.**

"Survey Link"

*\*If you were NOT a student employee in the Liberal Arts Division during Fall 2022, please disregard this message.*

### **Appendix J: Supervisor Sign-up**

Thank you for agreeing to participate in this study. Please complete the following information no later than Thursday, September 1, 2022

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Department \_\_\_\_\_

Title \_\_\_\_\_

Phone Number \_\_\_\_\_

Email address \_\_\_\_\_

Please complete the following information for your undergraduate student employee that you would like to invite to participate with you. The student must be employed via Federal Work-Study or a student assistantship (no graduate students or University Scholars (Honors)).

Student First Name \_\_\_\_\_

Student Last Name \_\_\_\_\_

Student Email Address \_\_\_\_\_



## Appendix K: Session Evaluations

### Mentorship Program:

Thank you for attending the session. Please complete the following evaluation.

Date of Session

☐ 9/23/22

The topic was one of interest.

☐ Strongly Agree

☐ Agree

☐ Neither Agree Nor Disagree

☐ Disagree

☐ Strongly Disagree

The presenter(s) was knowledgeable of the subject matter.

☐ Strongly Agree

☐ Agree

☐ Neither Agree Nor Disagree

☐ Disagree

☐ Strongly Disagree

I am able to apply this material to my work environment.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

This session will make me a better student employee or student supervisor.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

What specific actions will you start implementing after attending this session?

---

What are other topics that would be helpful to you as a student employee/student supervisor? \_\_\_\_\_

Provide any additional feedback/comments. \_\_\_\_\_

**Community of Practice:**

Thank you for attending the session. Please complete the following evaluation.

Which session are you evaluating?

- ☐ Orientation - 3/10/23
- ☐ Discussion #1 - 3/24/23
- ☐ Discussion #2 - 4/7/23
- ☐ Discussion #3 - 4/21/23

The topic(s) was relevant and interesting.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

I am able to apply this material to my work environment.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

Because of this session, I feel more confident in my role as a student supervisor.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

I have a good understanding of the 8 NACE Career Competencies.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

What have you implemented since our last session?

---

What specific actions will you start implementing after attending this session?

---

What are other discussion topics that would be helpful to you as a student supervisor?

---

Provide any additional feedback/comments.

---

## Appreciation Luncheon:

### Appreciation Luncheon Survey

Date: 4/10/23

#### Rate the following statements

(1 being "strongly disagree" and 5 being "strongly agree")

This event made me feel valued in my role.

1      2      3      4      5

I have a better understanding of University Career Services.

1      2      3      4      5

I found the information to be useful to me.

1      2      3      4      5

Overall, this was a worthwhile event.

1      2      3      4      5

I could benefit from more programs  
specific to student employment.

1      2      3      4      5

Additional comments.

---

What other topics would you be interested in?

---

## **Appendix L: Interview Protocol – Student Supervisors**

### **Mentorship Program: Mid-Interview**

- Welcome
  - Thanks for being a part of the project
  - Reminder of project purpose
  - Reminder of confidentiality
  - Questions
1. What do you feel is the purpose of higher education/college?
  2. What role do you think you play as a student supervisor?
  3. How has being a supervisor affected you?
  4. What are some of the characteristics of a good mentor/supervisor?
  5. What do you look for in a student employee?
  6. What do you enjoy the most about supervising students?
  7. What do you enjoy the least about supervising students?
  8. What have you observed about the students that you supervise?
  9. What challenges do you have as a student supervisor?
  10. Of the 8 NACE competencies, which ones do you see students doing well in?
  11. Which ones do they not do as well?
  12. How well do you think you assist your student employees with developing competencies?
  13. What recommendations do you have that would enhance your experience as a student supervisor?
  14. Is there anything else that you would like to share?

### **Mentorship Program: Post-Interview**

- Welcome
  - Thanks for being a part of the project
  - Reminder of project purpose
  - Reminder of confidentiality
  - Questions
1. What made you hire this student?
  2. What are the responsibilities of your student assistants?
  3. What do you look for in student assistants?
  4. Have you ever conducted performance reviews?
  5. What was the performance review experience like with this student?
  6. What surprised you?
  7. What training do you provide for your students?
  8. What resources are provided?
  9. How has the pandemic affected your operation?
  10. Is there anything else that you would like to share?

## **Appendix M: Interview Protocol – Student Employees**

### **Mentorship Program: Mid-Interview**

- Welcome
  - Thanks for being a part of the project
  - Reminder of project purpose
  - Reminder of confidentiality
  - Questions
1. What do you feel is the purpose of higher education/college?
  2. What made you decide to pursue on-campus employment?
  3. How has your student employment experience affected you?
  4. What are some of the characteristics of a good mentor/supervisor?
  5. How do you feel about any training from your supervisor regarding your on-campus job?
  6. What do you enjoy the most from your student employment experience?
  7. What do you enjoy the least from your student employment experience?
  8. How do you feel your on-campus job is preparing you for your career?
  9. Of the 8 NACE Competencies, which ones do you feel you have improved on? Any examples?
  10. Which ones do you feel that you still need to work on? Do you feel that you will be able to develop them in your on-campus job?
  11. What recommendations do you have that would enhance your experience as a student worker?
  12. What does your training program look like?
  13. Is there anything else that you would like to share?

### **Mentorship Program: Post-Interview**

- Welcome
  - Thanks for being a part of the project
  - Reminder of project purpose
  - Reminder of confidentiality
  - Questions
1. What made you want to take the job working with your supervisor?
  2. What was the relationship like with your supervisor?
  3. What was the most impactful thing your supervisor has done?
  4. What did you like the least?
  5. How do you think this experience influences your career goals/overall goals?
  6. What resources were provided to you to do your job?
  7. How did you feel when conducting your self-evaluation?
  8. Did anything stick out to you?
  9. Tell me about the meeting that you had with your supervisor about it.
  10. Is there anything else that you would like to share?

## Appendix N: Student Performance Evaluation

Please complete the following student evaluation form.

Evaluation Status

- ☐ I am the student employee conducting a self-evaluation
- ☐ I am the supervisor conducting a student evaluation

Evaluation Period

- ☐ Fall 2022

Student's First Name \_\_\_\_\_

Student's Last Name \_\_\_\_\_

Student's Email Address \_\_\_\_\_

### JOB-RELATED BEHAVIOR

Demonstrates willingness to learn new skills and accepts new responsibilities.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary



Is responsible, reliable, and trustworthy with or without management direction.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Maintains confidentiality of departmental records and other information.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Has a positive attitude and works to be an example to others.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Follows the dress code and has pride in appearance.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

#### JOB & ORGANIZATION SKILLS

Performs duties as assigned promptly, efficiently, and willingly.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Can work independently without direction and shows good judgement on tasks.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Keeps work areas clean, organized, and well managed.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Shows initiative and suggests ways of improvement for tasks and process.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Is knowledgeable of all job procedures and processes.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

## DEPENDABILITY & ATTITUDE

Reports to work in a timely manner and is well prepared.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Follows scheduling rules and can be counted on to work shifts assigned.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Shows enthusiasm and a willingness to assist others.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Is pleasant, happy, optimistic, positive, and respectful to others.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Goes above and beyond the minimum expected to improve the work environment.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

#### CUSTOMER SERVICE SKILLS

Interacts with students/guests in a friendly, positive, and helpful manner.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Is knowledgeable in how to assist people inside the building and on campus.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Shows an ability to effectively deal with pressure or stressful situations.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

#### OVERALL PERFORMANCE

Communicates clearly with supervisors, coworkers, and others.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Displays good critical thinking, problem solving, and decision-making skills.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Is professional, flexible, adaptable, and agreeable on a consistent basis.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Meets Expectations
- ☐ Above Average
- ☐ Exemplary

Accomplishments during this evaluation period

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Challenges during this evaluation period

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Manager Comments

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Employee Comments

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## **Appendix O: Email Templates – Community of Practice**

### **Supervisor Email #1**

Greetings. I am conducting a research project that explores the impact of supervisor mentorship in developing career competencies and self-efficacy of student employees and YOU ARE INVITED to be a part of this important study.

The project will primarily involve a community of student supervisors working together to advance career readiness skills for our student employees. The time commitment will be attending one-hour virtual sessions every two weeks for the remainder of the semester. There will also be assessments, trainings, and interviews involved to support your student supervision role and collect best practices from your experiences supervising students.

If you have undergraduate student employees that you supervise (work study/student assistant) and are interested in participating in this project, please complete the sign-up information at the link below. For more information, please contact Torrez Wilson at *email address*.

Sign up by Wednesday, March 1, 2023. “Signup Link”

\*If you no longer supervise undergraduate students in the Liberal Arts Division, please disregard this invitation.

### **Supervisor Email #2**

Greetings and Happy Monday,

Don't miss out on the opportunity to be a part of this community! The deadline is this Wednesday (3/1), so sign-up today if you are eligible. See details in the previous email below.

We all hold a piece of the puzzle when it comes to student development. Let's put those pieces together!

### **Supervisor Email #3**

Good morning. This is the last reminder about the opportunity to be a part of this student supervisor community. Everyone has something to contribute, whether new or experienced. Let's work together to elevate the student employment experience.

Sign up TODAY. “Signup Link”

\*If you no longer supervise undergraduate students in the Liberal Arts Division, please disregard this invitation.



## Supervisor Email #4

Greetings and Happy Friday. Thank you so much for agreeing to be a part of this supervisor community. I am excited to learn from and with all of you as we work toward creating worthwhile student employment experiences for our students. Here is some additional information and expectations as we begin this adventure.

- This community is a part of a research project that began in 2022. The initiative is called *Champion E.L.I.T.E.S.* (Experiential Learning Initiative through Employment of Students).
- This group will officially work as a Community of Practice. Please view the short video [HERE](#) to learn more about a community of practice.
- We will utilize Microsoft Teams as a central repository for our community. You will receive Invitations to join the Team soon.
- Here is an outline of the schedule for the semester. Calendar invites will be sent soon:
  - Friday, March 10 (2-3 p.m.) — Orientation
  - Friday, March 24 (2-3 p.m.) — Discussion #1
  - Friday, April 7 (2-3 p.m.) — Discussion #2
  - Friday, April 21 (2-3 p.m.) — Discussion #3
- Each session is expected to last one hour and will be virtual. Links will be sent soon. We ask that you plan to activate your cameras during sessions.
- Discussion topics will be based on your feedback and needs.
- I don't expect that all of you will attend each session, but if your schedule allows, I hope that you will attend as much as possible.
- I will be asking for feedback and reflections after each session and there will be a post-survey due by May 1. Afterwards, I may schedule individual interviews with you to discuss your experience.

Thanks again for your participation and let me know if you have any questions.

## Appendix P: Community of Practice Signup and Pre-Survey

Thank you for agreeing to participate in this research study. The purpose of this study is to investigate how mentoring relationships between student supervisors and undergraduate student employees affect the development of career competencies and self-efficacy for professional development. Please answer the following questions.

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Department \_\_\_\_\_

Title \_\_\_\_\_

Category

- ☐ Staff Member
- ☐ Faculty Member
- ☐ Both

How many years of experience do you have with supervising student employees?

- ☐ 0-2 years
- ☐ 3-5 years
- ☐ 6-8 years
- ☐ 9+ years

What type of student employees do you supervise? (check all that apply)

- ☐ Federal Work-Study Students (Undergraduates paid by the Federal Government)
- ☐ Graduate Assistants (Graduate students paid by the department)
- ☐ Student Assistants (Undergraduates paid by the department)

How many Federal Work-Study Students do you currently supervise?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ More than 5

How many Graduate Assistants do you currently supervise?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ More than 5

How many Student Assistants do you currently supervise?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ More than 5

In the past, how often have you performed performance reviews with your undergraduate student employees?

- ☐ I am a new supervisor
- ☐ I have not done any reviews
- ☐ Once per semester
- ☐ Once per year
- ☐ Other

When thinking about your undergraduate student employees, please rate the importance of the following competencies in order to be a successful student employee in your department:

	Not at all	Not very much	Somewhat	Very Much	Extremely
Career & Self-development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equity & Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When thinking about yourself as a student supervisor, please rate how comfortable you are with each of the following competencies and your ability to assist student employees with developing them:

	Not at all	Not very much	Somewhat	Very Much	Extremely
Career & Self-development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equity & Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When thinking about your UNDERGRADUATE student employees, please rate your perception of their proficiency of the following competencies (generally speaking):

	Not at all	Not very much	Somewhat	Very Much	Extremely
Career & Self-development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equity & Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When thinking about your UNDERGRADUATE student employees, please rate your perception of yourself as a student supervisor/mentor in the following statements:

	Not at all	Not very much	Somewhat	Very Much	Extremely
I am knowledgeable about my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take time to listen to student workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide fair performance evaluations for student workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have reasonable expectations of student workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ensure student workers have sufficient training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set a positive example for my student workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ensure student workers understand mistakes and how to correct them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your understanding of each competency and provide any specific examples of how you assist student employees to develop them (N/A if none):

Career & Self-Development\_\_\_\_\_

Communication\_\_\_\_\_

Critical Thinking\_\_\_\_\_

Equity & Inclusion\_\_\_\_\_

Leadership\_\_\_\_\_

Professionalism\_\_\_\_\_

Teamwork\_\_\_\_\_

Technology\_\_\_\_\_



What are your strengths when it comes to supervising student employees?

---

What would you like to learn more about when it comes to supervising student employees?

---

What resources do you feel that you need to be a better student supervisor/mentor to your student employees?

---

Please click the link below for more info about the study and participant expectations.

Please acknowledge your eligibility to participate by INITIALING underneath each statement below.

I am at least 18 years of age. \_\_\_\_\_

I am a full-time employee at *Champion University*. \_\_\_\_\_

I am the direct supervisor of a paid undergraduate student worker within the *Liberal Arts Division*. \_\_\_\_\_

I agree for interviews and sessions (audio and/or video) to be recorded for the sole purpose of this research. \_\_\_\_\_

By typing my FULL NAME below, I am agreeing to participate in this research study.

---

### Appendix Q: Community of Practice Post-Survey

Thank you for participating in this research study. Please answer the following questions based on your experience in the Community of Practice.

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Department \_\_\_\_\_

When thinking about your undergraduate student employees, please rate the importance of the following competencies in order to be a successful student employee in your department:

	Not at all	Not very much	Somewhat	Very Much	Extremely
Career & Self-development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equity & Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When thinking about your UNDERGRADUATE student employees, please rate your perception of their proficiency of the following competencies (generally speaking):

	Not at all	Not very much	Somewhat	Very Much	Extremely
Career & Self-development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equity & Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When thinking about yourself as a student supervisor, please rate how comfortable you are with each of the following competencies and your ability to assist student employees with developing them:

	Not at all	Not very much	Somewhat	Very Much	Extremely
Career & Self-development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equity & Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When thinking about your UNDERGRADUATE student employees, please rate your perception of yourself as a student supervisor/mentor in the following statements:

	Not at all	Not very much	Somewhat	Very Much	Extremely
I am knowledgeable about my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take time to listen to student workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide fair performance evaluations for student workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have reasonable expectations of student workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ensure student workers have sufficient training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set a positive example for my student workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ensure student workers understand mistakes and how to correct them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate your agreement with the following statements:

	Not at all	Not very much	Somewhat	Very Much	Extremely
Because of this community, I have acquired a deeper knowledge of the eight NACE competencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of this community, I feel more prepared to facilitate career development with my student employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of this community, I have learned skills and acquired resources to effectively assist me in my role as a student supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of this community, I feel more supported in my role as a student supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of this community, I was able to overcome at least one challenge I face as a student supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I feel more confident as a mentor to my student employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Share any reflections about your experience in this Community of Practice.

---

## Appendix R: Interview Protocol – Community of Practice

- Welcome
  - Thanks for being a part of the project
  - Reminder of project purpose
  - Reminder of confidentiality
  - Questions
1. How do you feel about your role as a student supervisor also being one of a mentor?
  2. In your opinion, what do student employees need from supervisors to build career competencies?
  3. Do you feel that other people around you feel the same way about student mentorship?
  4. What have you learned/observed about yourself from being a part of this community?
  5. What have you learned/observed about the *Liberal Arts Division* from being a part of this community?
  6. What have you learned/observed about *Champion University* from being a part of this community?
  7. Which discussion was the most impactful one for you?
  8. How will your student employment program change after being a part of this community?
  9. What other tools/resources would help make you more successful as a student mentor?
  10. What do you look for in a student employee?
  11. What do you enjoy the most about supervising students?
  12. What do you enjoy the least about supervising students?