LEADING STUDENTS:
Directing, Mentoring, Facilitating, Coaching

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Finding the Purpose in our Work (and showing others!)

• More than student activities... student development
• Finding learning in pizza (It’s “building community”)
• Build with fun: turn students > friends > family
• No judgment! Praise publicly, be punitive privately
• Students rise to high standards, so set them
Theory: Chickering’s Vectors
A box of tissues may be required...

Thanks for not pointing out which of Chickering's vectors I was in every time I cried in your office.
Moving through Chickering’s Vectors

• Help them grow from students into **student leaders**
  • Need no prior experience, be willing to learn, want to help others…
    build character and we can teach everything else

• Respond vs. react

• Having those “tough” conversations produces stronger leaders

• Washing dishes can build character

• We (you and students) are in this **together**
Your Office is a Classroom

• Align to your College’s Goals, Objectives, Strategic Plan
• Must build a culture of expectation and support
• Teachable moments- learn & fix here vs. fireable offense later
• Failing forward, building leadership experiences for career goals
• Meet them, get to know them: friendly but boundaries
• Then, help them get to know themselves so you can “speak in traits” (behaviors) MBTI/True Colors, StrengthsQuest, Big 5, etc.
• Intentional front-end training
Consistency through Flexibility

Meeting students where they are, and taking them as far as they can go.
What do your students NEED?

• Influence them. Tell them, but **show** them too. Be a role model through your actions

• Help build tools and confidence while inspiring them to do and be better

• Coach, Cheerleader, Director, advice consultant, role model, Counselor (send them), tough love, ethical guidepost, Mentor, Facilitator, listening ear…
Challenge to Support Spectrum (Assess their readiness)

**Challenge Them**
(They are **ABLE**)

- **Relationship Behaviors**
  - Help them by: Facilitating, Coaching, listening, encouraging, clarifying, socioemotional support

**Support Them**
(They are **WILLING**)

- **Task Behaviors**
  - Help them by: Mentoring, Directing the what, when, where, how, who to do it
Situational Leadership Model

Advisor Supportive Behavior

Advisor Task Behavior Directive

Students lack ability and desire. You give direction and close supervision.

Students willing, but need skills. You give guidance and support.

Students have skills, but lack confidence. You give support and encourage.

Students have both ability and desire. You are available consult and encourage as needed.

Students lack ability and desire. You give direction and close supervision.
Case Studies

Split into groups, for each case, discuss and present:

• High, Low, Uh-Oh of the situation
• Where in the Situational Leadership model does the student lie?
• How should the Advisor respond?
Questions?

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