

Connecting with others: Making the most of every interaction

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redefine THE POSSIBLE.

Basic Peer Leadership Training
Bethune College Student Ombuds Services
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What means do we use to connect as PLs?



In Person

Via Email

Use yorku email address

Phone

Social Network

Who do we need to connect with? Why?



- **Class Representatives**
 - Professors
 - Students
 - Master's Office
 - Other PLs
- **Peer Mentors & GPM/JFs**
 - Students
 - Other PLs
 - Guest speakers
 - Representatives of other clubs on campus or organizations
- **Peer Tutors**
 - Students
 - CRs
- **PASS**
 - Professors
 - Students
- **Student Ambassadors**
 - Admissions officers
 - Prospective students & parents
 - Students

Benefits



For SOS:

1. Greater traffic
2. Advertising (Enhanced understanding of our services)
3. Connection → Comfort → Opportunity

For You:

1. Professional networking
2. Communication skills
3. Sense of community

Strategies to make effective connections



1. Respectful/Courteous
 - E.g. Salutation: Hello Dr. ...
2. Context
 - E.g. Introduce yourself: Position with SOS
3. Purpose/Objective
 - E.g. Explain reason why you're talking/writing to them
4. Focused/Succinct/Clear
5. Closure/Appreciation
 - E.g. Thank the person for their time
6. Future opportunities/Hope
7. Signature line

Email etiquette



- Use yorku email address
- Reminder: Please follow the strategies for connecting effectively
- Remember for emailing a descriptive and concise subject line is required
- Subject:
 - E.g. BC PASS BIOL 2040 – request to make an announcement

Example of a good signature line



Best regards,

Robert Cheung, Class Representative
Student Ombuds Services
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Example of a good email of a CR



Hello,

My Name is Sean Clarke; I am the new class Representative for Bio 1500 section N. I am hoping to book two study sessions in a row for any room available. I would like any one of these dates and times, whatever is available and most convenient to schedule.

Wednesday, 8th 11:30am - 12:30pm or 12:30pm - 1:30pm or 1:30pm - 2:30pm or 2:30pm - 3:30pm

Thank you very much for the time you are taking, I understand that availability is limited and hope one of the times can be arranged. If not I will send another list of possible times.

Regards,

Sean Clarke

Class Representatives SC/MATH 1014 Section, P and BIO 1500

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Professional use of social media



- If using a forum for a PL role, it is the responsibility of the PL to monitor the activity of the forum and ensure that there are no breaches of academic honesty.
- Check your privacy settings and ensure that they are updated.
- Ensure that your personal posts are maintained separately to ensure that there is no conflict of interest & professionalism is maintained.
- “Data shows that 93% of hiring managers review a candidate’s social profile before making a hiring decision.” (Davidson, 2014)



Let's practice!

PM : Scenarios



Student:

I need help!

Mentor:

So do I. You don't see me complaining. You're in university now. You gotta suck it up and work things out. But I'd be happy to offer you some help over dinner... pick you up at 8?



From: johnkhan@my.yorku.ca

To: smitha@yorku.ca

Hey...

I am the PASS leader for CHEM 2020. I was selected out of many students and therefore feel that I am an excellent teacher. I can give you tips if necessary. Either way, I will be handing out the PASS schedule and getting the students to understand because your accent is pretty thick man... See ya tomorrow.

PASS attendee: Hey, we're struggling with this problem. Do you mind helping out?

PASS leader: I have 15 people waiting for me. Next time, why don't you come on time and maybe I'd actually have time to help you...

PM: What do you think?



From: bestmentoreva@hotmail.ca

To: Mentee List Serv

Hey Everyone,

If you're failing your classes, look into PT, PASS, CR

If you need advice, talk to PMs

If you're depressed talk to CDS

Go to Mazen for any other questions

Peace out!

PT: Scenario



Tutee:

I'm going to fail chemistry, please explain all of this to me!

Tutor:

Yo dawg... HAVE A SEAT and take a chill pill. You need to \$&*!^%* relax!

Connect with your Community



- Contribute through service
- Take initiative
- Encourage others and raise awareness
- Expand our outreach





UNDERSTAND that good communication skills is key to an effective peer consultation

Features of an Ideal Peer Consultation



- Create a welcoming atmosphere
 - be inclusive
 - don't be judgemental
- Actively listen
- Ask questions to clarify the question
- Pinpoint the issue
- Present options
- Allow students to come up with a decision

Active Listening



- Paraphrase key points
- Ask open ended questions
- Frame questions in a positive, non-threatening manner
- Maintain eye contact
- Body Language

Body Language



- Smile
- Lean in slightly
- Remove barriers
- Sit up straight without slouching
- Eye contact
- No fidgeting
- Affirmative actions

What? So what? Now what?



- As peer leaders seek to support the development of their mentees, the following sequence of question can serve as a useful guide:

What?

So what?

Now what?



- By applying these questions, the emphasis is placed on prompting students to actively guide their own processes of discovery

1. What? Clarify the Question



Sometimes the question is not clear.

Examples:

- I don't understand this student's accent
- The question is confusing or too big
 - **I missed class will you please teach me everything?

2. So what? Negotiate Boundaries



- As a peer consultant, what kind of questions do you expect to answer in a consultation?
- Do you have to answer every question?

2. So what? Present Options



- Refer to the Resources Module
(Familiarize yourself with all resources available on campus!)
- If you refer to your personal experiences, put a disclaimer forward and offer a lot of detail as to why your experience was the way it was
- Provide multiple options

3. Now what? Closure



- How would you like to feel when you walk away from a consultation?
- How do we make that happen?

Let's play!



Scenarios



Scenarios – Keep them in mind



1. Student to CR: “I missed a couple of classes, and I’m behind on the latest chapters. Can you fill me in, and arrange for a time to teach me the material?”
2. CR: “What do I do with the student who is in a panic because she/he is behind and the assignment / test / deadline is coming up?”

Scenarios – Keep them in mind



3. A student once asked you for notes of a missed lecture, which you provided. But now this has become quite frequent and is making you feel uncomfortable.
4. What if a student is really angry about losing marks ‘because of what you told them’?
5. What if the student failed a midterm and is asking you whether they should drop the course or keep it?
6. A student comes up to you and asks: My major is biology and I am thinking about minoring in music. Should I do it?



➤ One short story...

The Parable of the Butterfly



The Parable of the Butterfly



A man found a cocoon of a butterfly. One day, a small opening appeared. He sat and watched the butterfly for several hours as it struggled to force its body through the little hole. Then it seemed to stop making any progress. It appeared as though it had gotten as far as it could, and it could go no further. So, the man decided to help the butterfly. He took a pair of scissors and snipped off the remaining bit of the cocoon. The butterfly then emerged easily, but it had a swollen body and small, shriveled wings. The man continued to watch the butterfly because he expected that, at any moment, the wings would enlarge and expand to be able to support the body, which would contract in time. Neither happened! In fact, the butterfly spent the rest of its life crawling around with a swollen body and shriveled wings. It never was able to fly.

The Parable of the Butterfly



What the man, in his kindness and haste, did not understand was that the restricting cocoon and the struggle required for the butterfly to get through the tiny opening were nature's way of forcing fluid from the body of the butterfly into its wings so that it would be ready for flight once it achieved its freedom from the cocoon.

- **What is the moral of this story?**
- **How does this apply to the context of Peer Leadership?**

Take it or leave it ...



- Peer Leaders and students share responsibility for setting the agenda
- Students remain the decision makers
- When it comes to information, opinions, suggestions, activities etc., leaders and students remain free to **“take it or leave it”** without the fear of reprisal or the diminishment of the relationship

Reflecting on your relationship



- When they work well, PL relationships foster a sense of accomplishment and satisfaction in both parties
- When they don't work well, it is important not to take it personally; sometimes a prospective leader and student just aren't a good "fit". Be ready to move on if need be.
- Don't give up easily!



Question: What should be included in every email to your professor or student?

**THANK YOU FOR YOUR
ATTENTION**



YESSSS, FINALLY OVER!

by 4memes.net

