

# Wellbeing, Mindset, and the GROW Model: High Impact Tools for Peer Mentoring

Focusing on Student Success Conference

February 15, 2017



UNIVERSITY OF MINNESOTA

**Driven to Discover<sup>SM</sup>**

# Today's Agenda

- Brief Overview of the PES Program
- Overview of the Peer Mentor Meeting Curriculum
  - The Wellbeing Model
  - Mindset Theory
  - The GROW Model
- Questions and Discussion



# Who are PES students?

- Merit-based mentoring and scholarship program
- Admission based on holistic review process
  - **Accomplished**
  - **Involved**
  - **Resilient**
- Often traditionally underserved
  - First-generation (62.6%)
  - Low to modest income (55% Pell Grant recipients)
  - Students of color (62%)



# Program Mission

The President's Emerging Scholars (PES) Program ensures timely graduation of its participants by encouraging and supporting academic, career, and personal wellbeing through **scholarships, programming, professional advising, and peer mentoring.**



# Scholarships

- First year and last year awards
- Engagement scholarships
- Learning Abroad Center
  - Fund the Gap
  - Fischer
- Nice Ride
- Sigma Lambda Beta Fraternity, Inc.
- UMN Foundation



# Programming

- Summer Seminar
  - Digital storytelling
  - Community building
  - Connection to campus
- Fall Conference
  - Program overview
  - Wellbeing, mindset theory, and goal setting
  - Campus and community resources



# Collegiate Partnerships

- CLA - 40.5%
- CEHD - 35.6%
- CFANS - 8%
- CSOM - 4.5%
- CSE - 3.2%
- CDES - 2.9%
- CBS - 2.5%
- CCE - 1.5%
- Other - 1.3%



# Peer Mentoring

- 39 student staff
  - 21 first-year peer mentors
  - 16 second-year peer mentors
  - 2 lead peer mentors
- Approximately 30 students/peer mentor
- Most students meet twice/semester for two years
  - Exceptions include:
    - CEHD students
    - Student-athletes
    - Cohort-based arts majors (i.e., acting BFA; dance BA and BFA; music performance, music education, music therapy BMUS)





# Overview of PMM Curriculum

- Rapport- and relationship-building
  - **Wellbeing** (i.e., academic, career, financial, physical, social, community)
  - Strengths
  - **Mindset theory**
- Goal setting and coaching
  - **GROW and SMART models**
  - Powerful questions
  - Campus and community resources
- Goal reflection and writing (see “The Writing That Changes Lives”)
  - Writing exercises
  - PES Plans
  - High Impact Activities



# Wellbeing Model

- Academic Wellbeing
- Social Wellbeing
- Financial Wellbeing
- Physical Wellbeing
- Community Wellbeing
- Career Wellbeing



# How We use it

Through Peer Mentor Meetings we ask questions like:

- Financial: Have you been looking into any scholarships for next semester?
- Physical: How much sleep are you getting on average per night?
- Career: Career wise where do you see yourself in 5 years?



# Questions for your elbow buddy

- How are you or your colleagues already using parts of this model?
- What are some ways you see this model being effective for your student population?
- Is there anything missing from this model?



# Mindset Theory

## Fixed vs. Growth Mindset

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting points. This view creates a love of learning and a resilience that is essential for great accomplishments.

## Student Example

## PES Timeline



# Mindset Questions

Think of your meetings with your students.

How would you incorporate a growth mindset strategies with your advisees?



# GROW Model

**Goals:** What do you want?

**Reality:** What's the reality? What's actually happening?

**Options:** What options do you have? What could you do?

**Will:** What will you do? What actions steps will you take to reach this goal?



# GROW Model

1. Read the GROW questions handout. Discuss a question or two from each letter of the model that resonates with you, and why.
2. Think of students you're currently working with and a goal they have. How might you use the GROW model to frame your discussion?
3. How might you teach this model to peer mentors/advisors in your department? What would you highlight?







UNIVERSITY OF MINNESOTA  
**Driven to Discover<sup>SM</sup>**