

# Intervention Detailed Design

Guide the Way Mentorship Program



Nadine Ciamarra, Instructional Designer  
Centre for Faculty Development  
LaFortune University

# Guide the Way Mentorship Program

## Background

The proposed intervention is for the managing disruptive behavior in class campaign at LaFortune University. The performance improvement campaign aims to help new lecturers implement classroom management strategies that they learned about in the training program into their own teaching.

Based on the results from the performance needs analysis that was conducted, the main factors affecting new lecturers' performance include lack of clear guidelines, individualized feedback, and guidance (Andreu & Canos, 2006; Langdon, 2011; Luskova & Hudakova, 2013). In other words, new lecturers are not provided with constructive feedback on their performance with regards to whether or not they are handling disruptive behavior appropriately in their courses.

One of the suggested interventions in the campaign is the Guide the Way Mentorship intervention, which proposes setting up a mentorship program between new lecturers and more experienced professors. The main aims are to support new lecturers and reward professors for their efforts. The expected outcome is that new lecturers become more confident and handle disruptions effectively as they arise in their courses. In addition, this intervention will help create a culture of positive cooperation amongst faculty members, and increase the retention rate among new faculty lecturers.

## Benefits of the Intervention

This intervention is appropriate because it is a relatively straight forward intervention to implement across the university, the expected benefits are high, and it is a cost-effective solution.

There will be a positive effect on new lecturers as they will get feedback on what they are doing right and wrong and suggestions on how to improve. They will get guidance from their mentor which will make them feel supported and will help them gain confidence in their teaching abilities. Moreover, this will result in new lecturers wanting to stay at the university, which will lower the high turnover rate of new faculty at LaFortune University.

## Scope and Description

The Guide the Way Mentorship is a program that involves a feedback system to help new lecturers know what they need to improve in their teaching practices. This intervention has been selected as it targets Job 1 (new faculty lecturers manage disruptive behavior in their classes effectively) and touches on all its performance objectives, but specifically focuses on:

- Given classroom management strategies, new lecturers address disruptive behavior in class 100% of the time.
- Given university policies, new lecturers handle disruptive behavior in an acceptable way 100% of the time. (acceptable: in a permitted and defined manner)
- Given support from faculty colleagues, new lecturers seek guidance about disruptive classroom behavior every time a complex issue arises.

As the number of new hires varies per year and department, the number of mentees and the number of needed mentors will vary each year. There should be one mentor per five mentees maximum as to provide individualized help and restrict extra heavy workload for the mentors.

Mentors and mentees will have an initial meeting at the beginning of the semester to discuss the help available within the mentorship program (e.g., mentor as resource person and feedback provided on classroom observation) and to determine the type of support the mentee needs (e.g., frequency of meetings, level of guidance required). During this meeting, they will also set the date for when the classroom observation will take place (one-two months later) and the post-observation meeting. There will be a minimum of three required meetings, and additional meetings will be determined on a case by case basis during the first meeting.

The Guide the Way Mentorship program involves setting up and implementing several components:

- Communication letters for the announcement of the mentorship program and recruitment of mentors
- Mentor's Package:
  - Mentor Guidelines for the Classroom Observation
  - Post-Observation Feedback Aid for Mentor
  - Lecturer Performance Evaluation Form
- Mentee Self-Assessment Form
- Mentor Recognition Plaque

### End users

The users involve two groups of performers:

- New lecturers who are in their first semester of teaching at the university and specifically inexperienced faculty who have little awareness of the issues in their own teaching (mandatory basis)
- Faculty colleagues who are professors with several years of experience and want to become tenured will act as mentors (voluntary basis)

### Individuals Involved and Responsibilities

- Education Program Coordinator (EPC) at the Centre for Faculty Development who will oversee the program
- Human Resources staff administer the implementation of the mentorship recognition plaque
- Department chairs acting as contact and support people
- Employees involved in the development, review, and maintenance of the content: performance consultant, graphic designer, editor

### Measuring the Success of the Intervention

The success of the intervention will be measured by considering factors such as:

- The improvement of new lecturers' classroom management strategies based on the feedback of the mentorship
- The engagement of users including new lecturers providing comments on their experience by completing the mentorship self-assessment form and the mentors' providing constructive feedback based on the completed form comments
- The positive feedback from student course evaluations
- The decrease in the turnover rate among new lectures at the university

### Cost of the Intervention

There are certain costs associated to implementing the Guide the Way Mentorship program and include upfront costs as well as recurring costs:

- The design and development of the Mentor's Package documents



- The design and implementation of the mentorship self-assessment form
- The purchasing of the mentor recognition plaques from the university’s supplier
- The time investment and dedication of mentors and mentees
- The time investment and dedication for administering the program including that of the Education Program Coordinator and HR staff

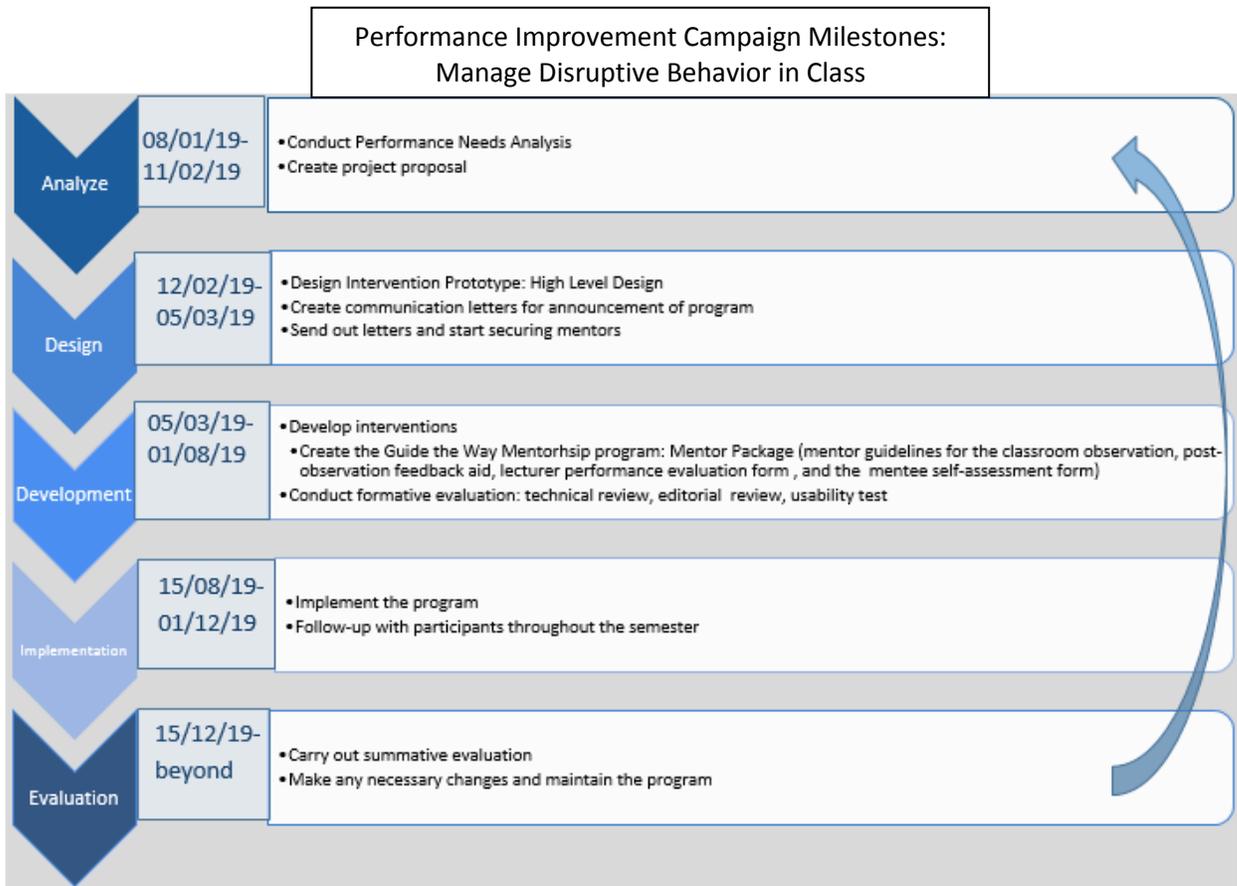
### Constraints

There are some constraints to take into consideration as they might affect the development and implementation of the intervention and, thus, will have to be worked around:

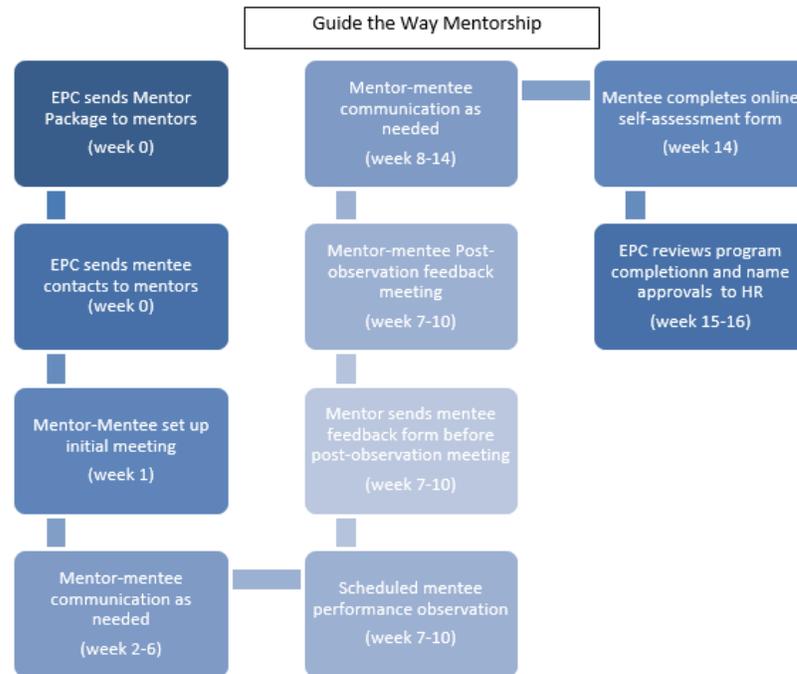
- Budget for the performance improvement campaign is not specified
- As being a mentor is on a voluntary basis, it might be challenging to secure faculty (this might require the faculty chair to step in as the mentor)
- Scheduling issues might arise between mentor and mentee’s schedules and their availabilities to meet
- Follow the university’s editorial and design guidelines including in-house templates
- Only one performance consultant and one subject-matter expert working on the performance improvement campaign

### Timeline and Schedule of Intervention

The proposed timeline for the Manage Disruptive Behavior in Class performance improvement campaign is presented below. It includes all components of the development process as well as the drop-dead date for the implementation.



The Guide the Way Mentorship program spans a whole semester that is 14 weeks and includes 1 additional week (week 0) before the start of the semester to send out the information as well as 2 weeks afterwards for the administering the verification process and sending information to HR.



## Guide the Way Mentorship User Experience and Interfaces

### Communication Letters

Letters to announce the Guide the Way Mentorship program as well as recruit mentors will be sent by email. These will be sent out by the Education Program Coordinator at the Centre for Faculty Development, and department chairs will be asked for their input on suggestions of possible mentors as well as be asked to spread the word and encourage faculty to take part. Mentors will need to be secured two months before the starting date at the latest.

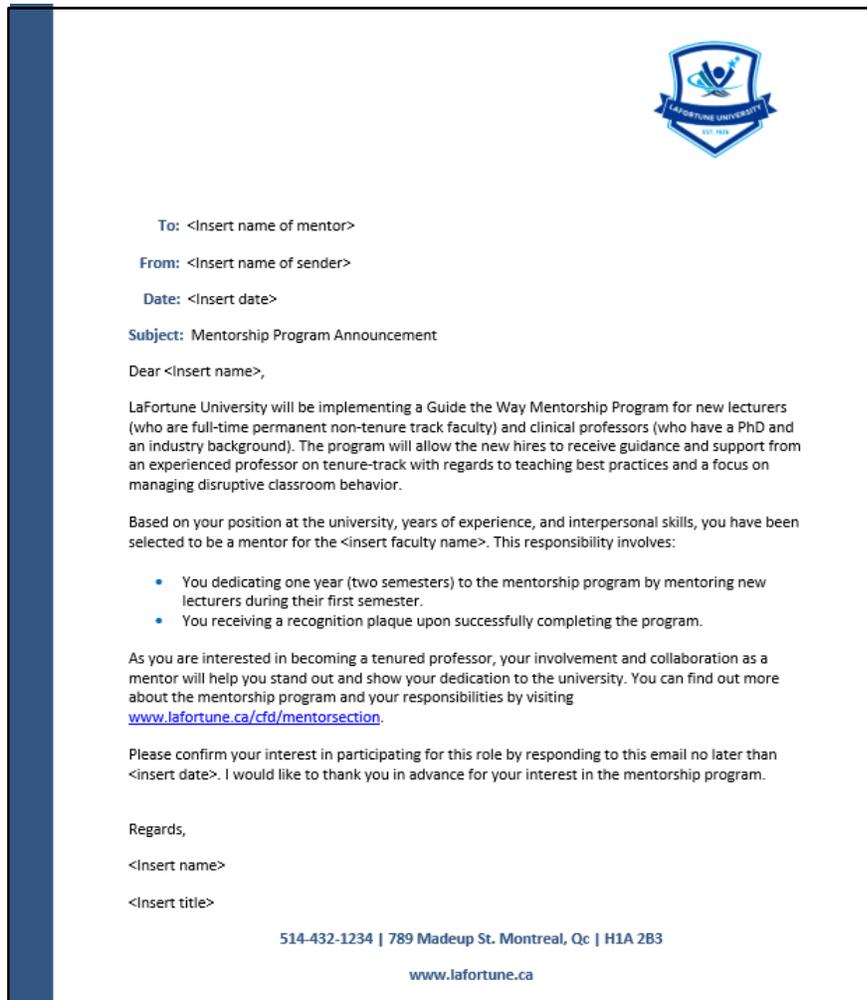
Mentor duties will involve various tasks:

- Be available to answer mentees' questions by email and in-person
- Be available to meet with mentee as needed (in addition to the initial meeting, classroom observation, post-observation meeting)
- Observe mentee's lesson to provide constructive feedback
- Provide in-person feedback on mentee's disruptive behavior managing skills

### Design Specifications

- Asset dimensions: standard 8.5 x 11 inch letter
- File format: electronic PDF
- Color codes: RGB 20/63/106 (border); RGB: 20/63/106 (headings & footer)
- Image: LaFortune University logo (top right corner)

### Sample of Announcement Letter



### Mentor Guidelines for the Classroom Observation

New lecturers will have their teaching assessed through a classroom observation. At the first mentor-mentee meeting, a date will be set for when the mentor will conduct the classroom observation. The observation will take place one or two months after the start of the semester as to allow the new lecturer some time to adapt to the new teaching environment.

To conduct the classroom observation, a mentor will refer to the following documents from the Mentor Package:

- Tips to consider while observing a mentee's lesson
- Lecturer performance evaluation form

The mentor is to use the provided observation form to take notes during the classroom observation of the mentee. The mentee will have access to the form beforehand to know what criteria he/she will be assessed on. Moreover, during the meeting, the mentee will discuss any specific aspects he/she wants the mentor to look out for and get feedback on.

### Design Specifications

- File format: PDF
- Color codes: RGB 224/235/246 (box background, title, copyright), RGB 255/255/255 (text in boxes)
- Font type and size: Myriad Pro 22 (title), 11 (body text)
- Images: classroom (background), 60% transparency

### Sample of the Tips for Observation Job Aid

**TIPS TO CONSIDER WHILE OBSERVING A MENTEE'S LESSON**

During the classroom observations, keep in mind some of the following elements:

Have the lecturer introduce you to the students and explain why you are there.	Do not try to take notes on everything that is happening in the classroom.
Collect information about what is going on in the classroom, not your opinion on it.	Be as objective and nonjudgmental as possible.
Use descriptive statements when taking notes.	Do not make facial expressions that reveal your dissatisfaction.

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### Design Specifications

- File format: PDF
- Color codes: RGB 20/63/106 (category background), RGB 191/191/191 (cell background), RGB 255/255/255 (category text), RGB 0/0/0 (comment section text)
- Font type and size: Calibri 11 (text), Calibri 11 bold (title)
- Images: university logo (top right corner)

Sample Lecturer Performance Evaluation Form

Lecturer Performance Evaluation Form

Date: \_\_\_\_\_ Lecturer name: \_\_\_\_\_ Examiner name: \_\_\_\_\_

Professional Competencies	N/A	Undeveloped	Developing	Satisfactory
The lecturer used preventative classroom management strategies by creating a positive classroom culture (e.g., included rules in course outline, established learner responsibility with student contract, provided an inclusive environment, addressed students by name).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: State the strategies used that you witnessed and looked at.				
The lecturer created an active learning environment (e.g., encouraged participation, varied teaching method, used shared inquiry).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: State the strategies used that you witnessed.				
In the event of a disruptive behavior in class, the lecturer addressed the issue immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: State the lecturer's actions.				
In the event of a disruptive behavior in class, the lecturer addressed the issue using an appropriate proactive classroom management strategy (e.g., redirected student's attention, non-verbals, proximity, spoke with student outside of class).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: State the disruptive behavior and the strategy used to handle it.				
When dealing with a disruptive situation, the lecturer provided support to the student (e.g., expressed empathy, provided strategies/resources for the student).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: State the support provided to the student.				
When dealing with a disruptive situation, the lecturer remained professional (e.g., used appropriate wording, used discrepancy, avoided getting into an argument).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: State the lecturer's behavior when dealing with the disruption including wording used (inappropriate and/or appropriate).				

Post-Observation Meeting

After the mentor has observed a mentee's lesson, a 30-minute feedback meeting is to be scheduled. This should take place as close as possible right after the observation so the content is still fresh in their minds. The mentor is to email the completed evaluation form to the mentee before the meeting.

This job aid is for mentors to refer to when giving constructive feedback during the post-observation meeting with the mentee (Bailey, 2006). The job aid will be part of the Mentor's Package that will be distributed at the start of the program.

### Design and Production Specifications

- File format: PDF
- Color codes: RGB 20/63/106 (blue background), RGB 191/191/191 (grey background), RGB (text)
- Font size: 22 (title), 11 (sub-headings), 11 (body text)
- Images (aligned left): light bulb (lightbulb.png), thought bubble (thoughtbubble.png), speech bubble (speechlink.png), caution sign (cautionsign.png)

### Sample of the Post-Observation Feedback Aid

## POST-OBSERVATION FEEDBACK AID

**PREPARING FOR THE MEETING**



Consider a few factors to prepare for the meeting:

- Look over the observation notes and try to prepare for the meeting.
- Think about how to initiate the feedback.
- Consider how to deliver the information using mitigation techniques.

**ENCOURAGING LECTURER SELF-REFLECTION**



Encourage the lecturer to share his/her thoughts by asking questions:

- To start off the feedback session (Did the lesson go the way you had planned?)
- To ask about positive and negative aspects of the lesson (What do you think you did well? Where do you think you had problems?)
- To address specific aspects of the lesson (I noticed that you X, why did you do that?)

**DELIVERING THE FEEDBACK**



Use mitigation techniques to soften the criticism:

- Relate the situation to you using the first person pronoun (I would...).
- Use the past tense to create a distancing effect (I thought the...).
- Use the third person singular instead of 'you' (The lesson began...; There was...).
- Use modals to soften directives (You might try...).
- Use conceding asides to acknowledge a positive effort (I know you put a lot of effort into X, but...).

**TIPS TO CONSIDER DURING MEETING**



Throughout the meeting, remember to:

- Start the meeting by setting a good atmosphere.
- Make the lecturer feel supported.
- Avoid telling the lecturer how he/she should teach.
- Provide suggestions on how to improve.
- Encourage the lecturer to reflect on his/her teaching.
- Do not be too direct or blunt.

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## Mentor Recognition Plaque

As an incentive, a recognition plaque will be awarded to faculty members who participate in the mentorship program as a mentor. This recognition will help encourage and motivate faculty to accept the role and responsibilities associated with being a mentor to new faculty members.

The plaque will be given to faculty members after they have successfully completed the one year (two semesters) commitment to the program. Upon receiving the name and information of the participating mentors, the Human Resources (HR) department will distribute the awards as they will be managing its implementation on an ongoing basis.

### Design and Production Specifications

- Plaque size: 7" x 9"
- University logo size: X 520 pt/ Y 357 pt
- Color codes: RGB 0/0/0 (text)
- Font type and size: Calibri 12 (text), Calibri 16 (recipient's name)

### Sample of the Mentor Recognition Plaque



## Mentee Self-Assessment Form

The purpose of this form is for new lecturers to reflect on their professional development with regards to classroom management. Lecturers will be asked to complete an online form by answering Likert scale questions and open-ended questions on whether or not they are implementing classroom management strategies in their teaching as a result of the mentorship program. This will be done online on The LaFortune The Hub intranet platform at the end of their first semester of teaching.

Additionally, this form will serve as an informal way of judging if the mentors are doing a good job at mentoring the new lecturers.

### Design Specifications

- File format: online fillable form
- Color codes: RGB 20/63/106 (border); RGB: 0/0/0 (text), RGB 191/191/191 (submit button)
- Font type and size: Myriad Pro 12 (text)

### Sample of the Mentee Self-Assessment Form

The screenshot displays the 'Mentee Self-Assessment Form' within the LaFortune The Hub interface. The form is titled 'Mentee Self-Assessment Form' and is part of the 'Guide the Way Mentorship Program'. It contains the following questions and options:

- Other than the required initial meeting and post-observation meeting, how often did you meet with your mentor or seek guidance?
  - Never
  - Once or twice
  - Several times
  - On a regular basis
- You often shared concerns about disruptive student situations with your mentor.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
- As a result of the mentorship, you feel more confident and comfortable handling disruptive situations in your courses.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
- You found the guidance and feedback from your mentor helpful in applying disruptive classroom management strategies in various situations.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
- The mentorship program helped you critically assess areas of classroom management you need to improve.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
- Please name and describe 1-2 of the most helpful and beneficial aspects you got out of the mentorship program.
  -

A 'Submit' button is located at the bottom of the form. The interface also includes a navigation menu with 'Home', 'News', 'Directory', and 'Resources', a search bar, and a sidebar with 'Overview', 'Forms', 'Mentor Contact', and 'Useful Links'. A calendar widget is visible on the right side of the page.

### Formative Evaluation

There will be formative evaluations carried out during the development of this intervention that include a technical review, an editorial review, and a usability test. These reviews will ensure the quality of the material and program as well as make sure that the objectives are met.

## Technical Review

Participants	<p>Subject Matter Experts (SMEs):</p> <ul style="list-style-type: none"> <li>• Performance consultant to ensure content of documents and structure of program are appropriate</li> <li>• Media and communications officer to ensure that the program communication documents are in line with the university's policies and standards</li> </ul>
Procedure	<p>Preparation before Review:</p>
	<ul style="list-style-type: none"> <li>• Determine technical review timeline.</li> <li>• Book technical review meeting.</li> <li>• Email invitation note to reviewer.</li> <li>• Email reminder note three days before distribution of draft.</li> </ul>
	<p>During the Review:</p>
	<ul style="list-style-type: none"> <li>• Email draft to reviewer and provide instructions. <ul style="list-style-type: none"> <li>○ Reviewer should complete the reviewer form and return it with comments.</li> <li>○ Reviewer should focus on the accuracy of the content (not on grammar, spelling or layout).</li> <li>○ Indicate date reviewer should return comments by.</li> </ul> </li> <li>• Email reminder note for due date.</li> </ul>
<p>Post-Review:</p>	
<ul style="list-style-type: none"> <li>• Compile data and determine what revisions to make based on severity of each issue.</li> <li>• Hold meeting with reviewer to discuss comments and clarify issues (if not needed, cancel meeting).</li> <li>• Implement changes agreed upon.</li> <li>• Email follow-up report to reviewer and a thank you note.</li> </ul>	

Sample Technical Reviewer Form

**Technical Review Forms**

Please use these forms while you conduct the technical review for the Guide the Way Mentorship program materials. Complete these forms and submit them along with your comments by email.

**Lecturer Performance Evaluation Form**

1. Are the headings appropriate (N/A, underdeveloped, developing, satisfactory) to use for assessing the criteria?

Yes                       No

If selected no, provide alternative suggestion:

\_\_\_\_\_

2. Are the professional competencies criterion descriptors accurately stated?

Yes                       No

If selected no, provide alternative suggestion:

\_\_\_\_\_

3. Are the comments stated in a way that will encourage mentors to provide information on the requested content?

Yes                       No

If selected no, provide alternative suggestion:

\_\_\_\_\_

4. Overall, does this form contain enough information to be used to meet the objective of evaluating the performance of the mentee during the classroom observation? Please explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Editorial Review

Participants	<ul style="list-style-type: none"> <li>• Content Editor to ensure the accuracy of all written text</li> </ul>
Procedure	Preparation before Review:
	<ul style="list-style-type: none"> <li>• Determine editorial review timeline.</li> <li>• Book technical review meeting.</li> <li>• Email invitation note to reviewer.</li> <li>• Email reminder note three days before distribution of draft.</li> </ul>
	During the Review:
	<ul style="list-style-type: none"> <li>• Email draft to reviewer and provide instructions.                         <ul style="list-style-type: none"> <li>○ Reviewer should focus on the content’s consistency, flow and clarity. Reviewer should provide comments to fix any grammar, spelling style, and layout related issues (not provide comments on technical accuracy of content).</li> <li>○ Indicate date reviewer should return comments by.</li> </ul> </li> <li>• Email reminder note for due date.</li> </ul>

	<b>Post-Review:</b>
	<ul style="list-style-type: none"> <li>• Compile data and determine what revisions to make based on severity of each issue.</li> <li>• Hold meeting with reviewer to discuss comments and clarify issues (if not needed, cancel meeting).</li> <li>• Implement changes agreed upon.</li> <li>• Email follow-up report to reviewer and a thank you note.</li> </ul>

*Sample Scheduling Draft Review Email*

**Editorial Review Form:**

**Tips to Consider while Observing a Mentee’s Lesson**

Please use this form for the editorial review of the job aid. Provide comments to support your choices and observations.

Criteria	Comments
1. Are there any issues with content clarity? <input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Are there any issues with the content’s flow? <input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Are there any grammar issues? <input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Are there any spelling issues? <input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Are there any content layout issues? <input type="checkbox"/> Yes <input type="checkbox"/> No	

**Usability Test**

<b>Participants</b>	<ul style="list-style-type: none"> <li>• Six to eight new lecturers</li> <li>• Three to five faculty colleagues to act as mentors</li> <li>• Performance consultant to lead and observe usability test</li> <li>• One colleague to conduct the debriefing (if available)</li> </ul>
<b>Procedure</b>	<b>Preparation before Testing:</b>
	<ul style="list-style-type: none"> <li>• Determine the timeline for the usability test. It will be carried out during the summer semester (6 weeks).</li> <li>• Develop the plan for the usability test.</li> <li>• Book room for usability test meeting.</li> <li>• Select and recruit five to eight participants.</li> <li>• Email reminder note to participants three days before the start of the usability test.</li> <li>• Prepare material:             <ul style="list-style-type: none"> <li>○ Schedule of lecturer classroom observation</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Send link for the Mentorship Self-Assessment Form</li> <li>○ Distribute Mentor Package</li> <li>○ Usability Test Observation Forms</li> </ul>
	<b>During the Testing:</b>
	<ul style="list-style-type: none"> <li>● Sit in on mentor-mentee meetings and take notes on their discussions and reactions to the tasks.</li> <li>● Sit in on the lecturer classroom observation and take notes on performance and what should be addressed by mentor in the post-observation meeting.</li> <li>● Observe the mentees completing the self-assessment form online and take notes on their comments and feelings about the task (clarity, accessibility, and legibility of content).</li> </ul>
	<b>Post-Testing:</b>
	<ul style="list-style-type: none"> <li>● Hold a 30-minute meeting to debrief participants and discuss any comments, issues, and suggestions they may have.</li> <li>● Review data from notes and from the meeting.</li> <li>● Implement needed changes.</li> <li>● Email follow-up report and a thank you note.</li> </ul>

*Sample Usability Test Form*

**Usability Test Observation Form: Post-Observation Meeting**

Please use this form for the usability test of the post-observation meeting between the mentor and mentee. Provide comments to support your choices and observations.

Criteria	Comments	
1. Does the mentor seem prepared for the meeting (e.g., has lecturer performance evaluation form, notes, and post-observation feedback aid)? Explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Does the mentor set a good atmosphere and start off the meeting on a good note? Explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Does the mentee weigh in with his/her thoughts or questions? Explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Is the mentee receptive of the constructive feedback he/she is getting from the mentor? Explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Do the mentor and mentee feel that this was a beneficial meeting that helped highlight some areas for improvement in the mentee's disruptive classroom management techniques? Explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No



## References

- Andreu, R. & Canós, L. (2006). Quality performance assessment as a source of motivation for lecturers. *International Journal of Educational Management*, 20(1), 73-81. Retrieved from <https://www.emeraldinsight.com/doi/abs/10.1108/09513540610639602>
- Luskova, M. & Hudakova, M. (2013). Approaches to teachers' performance assessment for enhancing quality of education at universities. *Procedia Social and Behavioral Science*, 106, 476-484. Retrieved from <https://core.ac.uk/download/pdf/82019361.pdf>

