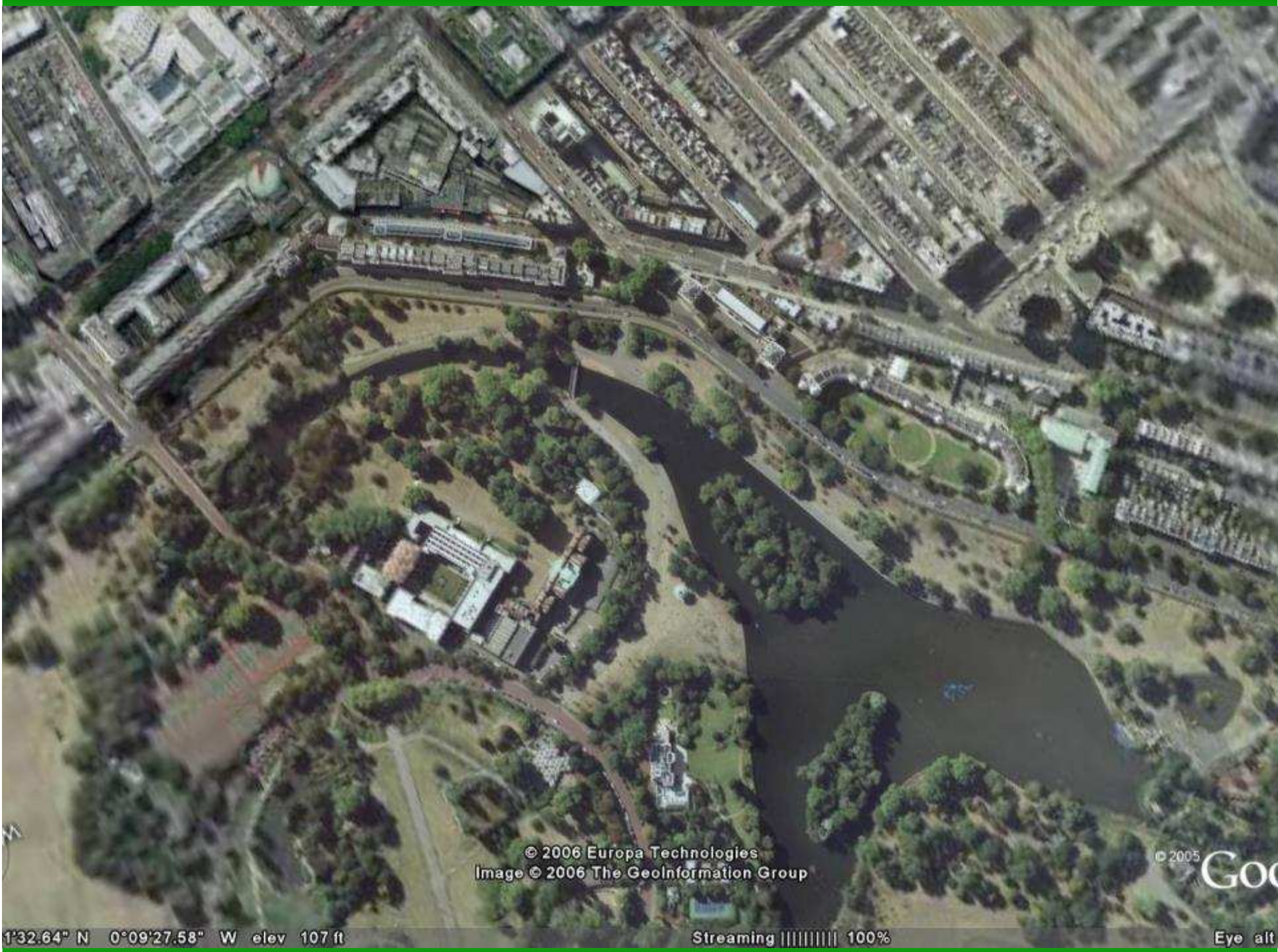


**Internationalisation of Student Learning.  
A case study of Mentoring and  
Syndicate Action Based Learning**

**Regents College London**  
incorporating  
*The European Business School  
& Regents Business School.*

***A Paul C Coldwell***

***MSc., DIC, MBA, CLTHE, FHEA, FCIPD, MIMM, C.Eng.  
Associate Head of Management & Human Resources.***



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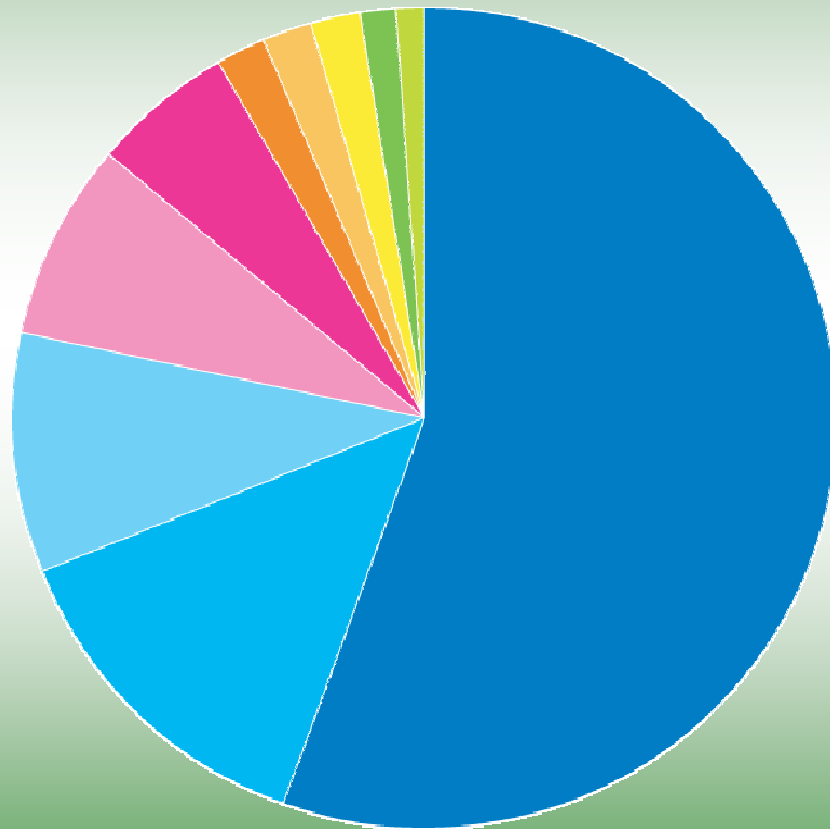
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# Regent's College, London – Our Composition

## Student Nationalities



- EU 56%
- Rest of Europe 13%
- CIS 9%
- UK 8%
- Asia 5%
- South America 2%
- North America 2%
- Middle East 2%
- Africa 2%
- Australasia 1%

# Learning objectives

- To assess & to develop the performance of others
- For students to take responsibility for the actions and outcomes of others
- The need to get along with others through listening and influencing
- The need to reflect upon ones own actions with a view to future improvement
- The ability to work effectively in a team

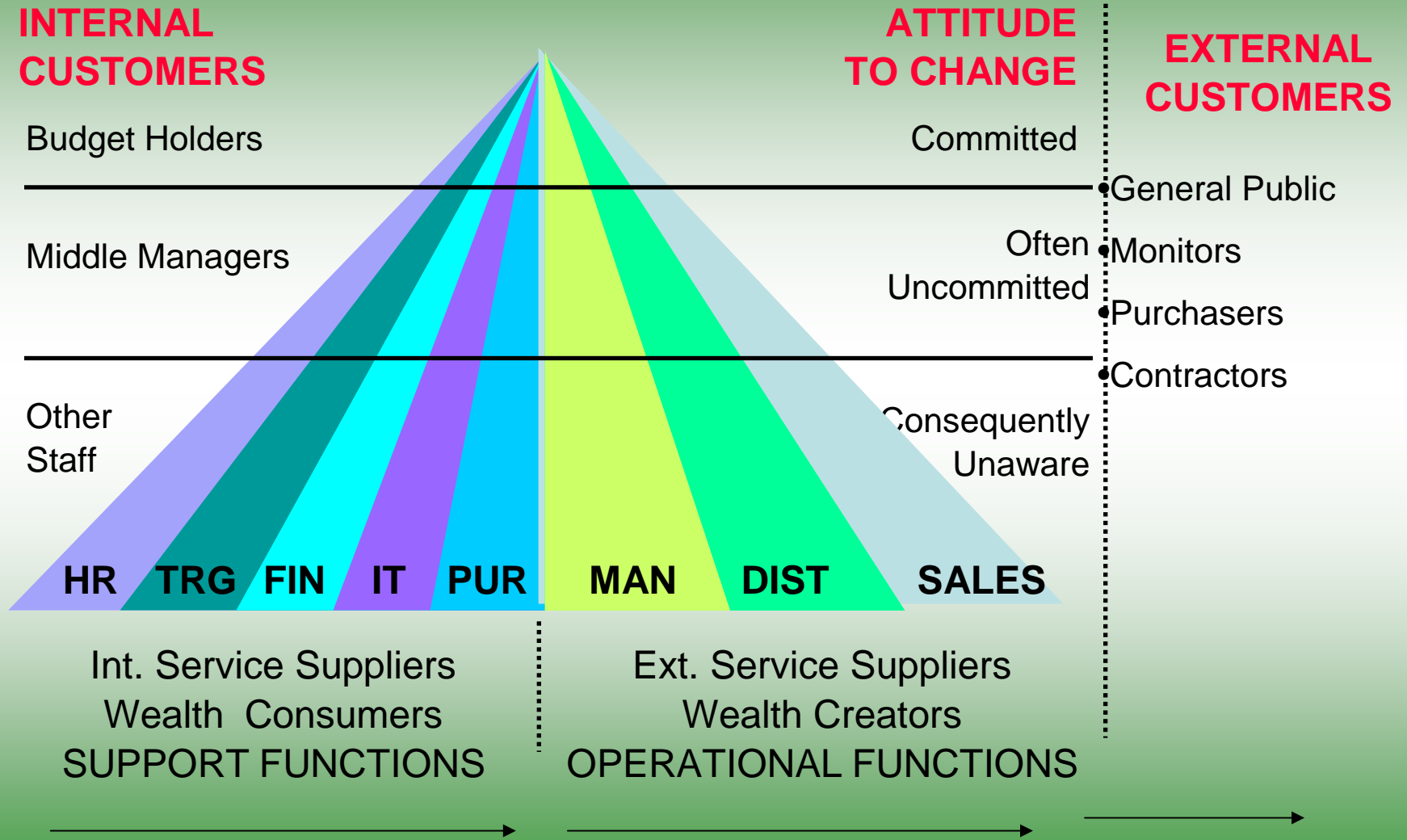
# Learning objectives

- The ability to work under pressure to meet team deadlines
- The ability to communicate & promote ones opinions & ideas to others
- The ability to accept the ideas of others
- The ability to prioritise an action plan for change
- The humility to recognise that none of us is perfect & the need to constantly strive to improve.

# The Reality Check

- That each and every one of us is both a customer and a supplier to someone else.
- Students may be our customers during lectures & seminars.
- They become our suppliers when a professionally delivered report and presentation are made.
- Managing realistic expectations is essential here.

# CUSTOMER SUPPLY CHAIN



Compiled by  
A Paul C Coldwell

## Level Two Assessment Strategy

Mentoring- level one students on core module – 50%

Undertaking an in company case study in syndicates of 4 to 6 students each. – 50%

An end of module examination (not compulsory) – 50%

### ***NB –***

- *Mentoring is not a compulsory task.*
- *Students elect to mentor others willingly & voluntarily*
- *This experience is available to both full time and exchange students.*

# Mentoring Critical Path

Semester length 14 weeks

Module explanation and assessment strategy week 1

Lecture on Coaching, Counselling, Mentoring week 2

Decision whether or not to Mentor level 1 students by end of week 2

Mentor Sales Pitch Wednesday pm week 3 in main college auditorium  
(The 90 seconds of fame)

Completion of Mentor contracts by end week 3

Mentors must meet with their mentees on at least 5 occasions with a diary log completed for each occasion between weeks 4 and 8

Videod Mock Interview week 7/8

Formally assessed Mentee Interview weeks 9/10/11

Submission of reflective mentor report - One week after assessed mentee interview

Feedback on Mentor report by end week 12

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## Tasks & Mentor-Mentee Ratios

Ratios are, in part, a function of level one mentees and numbers of level 2 mentors opting to take this option

# Issues to consider in your report

## **Secondary research –**

- What is a mentor?
- What skills and abilities do they need?
- What is a coach?
- What is a counsellor?
- How do these differ from each other and what combination or balance of these did you feel that you employed?
- Why should an organisation spend time and money encouraging this initiative?
- Just what is a learning organisation?

# Issues to consider in your report

## Primary research

- Your sales pitch experience
- Your relationship with your mentee
- How if at all did your relationship evolve over time?
- What factors caused your mentee to progress or otherwise.
- Your overall **reflections** on the mentoring experience for you
- Your mentees overall reflections on the experience
- Your **recommendations** on how we might further develop the mentoring experience both for you & for the mentees.

## Comprehensive appendix including

- Mentor diary logs; ideally at least five
- Interview assessment reports for the mock and real formally assessed interview.
- The mentor contract
- Interview questions asked
- Mentor job description
- Mentor person specification
- Mentee resume
- Mentee covering letter

## Deadlines & Length & A Point of Caution

- 2500 words or 5000 words if you elect to work with a colleague, mentoring together.
- Deadline for submission: Not more than 7 days following your mentees actual assessed interview.
- Interviews will take place during weeks 9,10,11.
- **WARNING** – Do not assume that SOFT OPTION equates with EASY.
- *This is anything but easy.*
- It will however have a profound impact upon you, your levels of self belief, self confidence and sense of responsibility for the success or

# Assessment Criteria

## 1 – Overall Presentation Standard

- Report structure, layout, list of references, the level of completion of mentoring diary sheets and interview assessment reports – 20%

## 2 – Theoretical Background to the Learning Organisation

- To what extent does the author understand the context of mentoring, coaching & counselling in relation to organisational learning? – 30%

## Assessment Criteria

- **3 – Discussion and Report of Mentoring Experience.**
- Levels of rapport achieved with the mentee.
- The ability to reflect upon learning to date and develop action plans to enhance mentee performance. – 30%
- **4 – Overall Reflection on the Mentoring Process**
- Your own reflections on the mentees performance and your own development experience
- Your mentees reflections
- Your reflections on how the process could be improved or developed. – 20%
- **TOTAL 100%**

# INTERNATIONALISING CASE STUDIES

- The case study option runs in parallel with mentoring.
- Students may elect to take both options at level 2.
- Each option is weighted at 50% of module marks.

# Personal Synopsis

## Objectives –

- To understand the diversity of the student cohort
- To objectively select student syndicates taking advantage of the diversity identified
- To maximise and to leverage learning between students
- To create balanced syndicates
- To minimise the establishment of closed student cliques

## Our aim

*‘Inclusivity as opposed to exclusivity’*

# Personal Synopsis.

## *STRENGTH THROUGH DIVERSITY*

*Name* *Full Time/Exchange student*

*Gender*

*Nationality*

*Ethnic Origin*

*Age*

*2 strongest Belbin role preferences*

*Preferred learning style – Honey & Mumford.*

*Myers Briggs type indicators*

*Languages spoken*

*Claims to fame*

*Work experience to date, duration, sector, location*

*Personal career aim.*

# Typical Module Critical Path

Completion of personal synopsis during the module induction week 1.

Creation of student diversity matrix & Syndicate selection prior to week 2

Each syndicate to select target organisations prior to week 3  
Collect syndicate reference letters from module tutor

Week 3 progress report one. On-going self and team reports & meeting minutes; commence contacting organisations for meeting or conference call  
Commence preparing questions to ask the organisations during meeting or call.

# Typical Module Critical Path

Week 5 – Progress report two.  
Self & team reports & meeting minutes.  
Review outcomes of company call or meeting,  
agreeing by consensus with module tutor  
key research issues to be explored.  
Commence secondary research – Library / internet



Week 7 – Progress report three.  
Self and team reports & meeting minutes.  
Review of draft report and appendices & referencing.  
A quality control check

# Typical Module Critical Path

Week 9 –  
Submission of text syndicate report for assessment

Week 10 –  
Viva to feedback on written report and advise on  
the forthcoming presentation & determine team  
or individual scores

Week 11-  
Formal assessed presentation to panel of two tutors  
Acting as the client organisation automatically moderated.  
Emphasis placed on conclusions & recommendations,  
Action plan for change.

## The Deliverables

*Our approach has demonstrated that –*

- Students take this learning opportunity very seriously
- The real life case study excites and engages student attention increasing motivation to excel
- Student performance is steadily rising
- Student satisfaction with the modules taught, is also increasing
- Students act as ambassadors for the College raising awareness of our output to -

*Potential employers*

*To potential student sponsors*

## Evidence?

% first class passes for case study component.

- Autumn 2007 - 25%
- Spring 2008 - 44%
- Autumn 2008 – 36%
- Spring 2009 – 47%

NB - All syndicate presentations are moderated

Circa 20% of text reports are moderated

Same module leader and seminar tutors throughout.

Same marking team.

Average UG spring module intake 145

Average UG autumn module intake 133

## Student reflections

- Students are asked the following questions;
- Did you learn anything? If so, What was it?
- Did you find data gathering easy?
- Was it easy to motivate yourself?
- Did you have any problems and what did you do to overcome them?
- If you were to do the assignment again, how would you do it differently?
- Do you think that you could have done better?
- What marks out of 100% would you give yourself?

## Student reflections – Self Motivation

- It was easy to motivate myself since the project enabled me to explore a real life business.
- I found it very interesting to do research in a large corporation.
- Being able to put theory into practice.
- Working in a very cooperative team
- I found the project highly enlightening as it gave me greater understanding...
- It is something unique for our course...
- I have valued the experience...
- You walk away from the experience with something solid...

## Student reflections – Self Motivation

- Motivation was no issue as the entire group had been looking forward to it.
- One can see the positive outcomes from the start...
- It has been a great experience finding a group that works as well together as we do..
- This project was the most interesting and challenging so far. I am really happy to have had the chance to take this course.
- During the assignment, I learned how important communication between group members is.

## Contact us

- Regents College London - incorporating
  - The European Business School &
  - Regents Business Schools
- 
- Inner Circle
  - Regents Park,
  - London
  - NW 14NS
  - Tel: 0207-487-7700/7675
  - E mail: [coldwellp@regents.ac.uk](mailto:coldwellp@regents.ac.uk)
  - Web: [www.regents.ac.uk](http://www.regents.ac.uk)

- MY THANKS TO THE ISIG GROUP FOR INVITING ME TO SPEAK TO YOU.
- THANK YOU ALL FOR LISTENING