
Does Dyad Match Make a Difference in a University Mentoring Program?

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2012 NACTA Conference

Transformation in Colleges of Agriculture

- National Research Council (2009)
 - ✓ “Reform undergraduate curricula and students’ experiences to meet the needs of a changing world”
- University of Minnesota
 - ✓ College of Food, Agricultural and Natural Resource Sciences
 - Undergraduate Strategic Plan
 - **Experiential learning**
 - Interdisciplinary learning
 - Curricular flexibility

Experiential Learning

- University of Minnesota Mentor Connection Program
 - ✓ Year-long program
 - ✓ Alumni and business professionals
 - ✓ Nonformal learning opportunity
 - ✓ Career exploration
 - ✓ Professional networking opportunities
 - ✓ **Dyad match decisions** managed by professional staff in each college

Dyad Match Criteria

CFANS	CSE	CSOM
<ul style="list-style-type: none">• Essay application	<ul style="list-style-type: none">• Online matching program	<ul style="list-style-type: none">• Student selects mentor

College of Food, Agricultural and Natural Resource Sciences (CFANS)
College of Science and Engineering (CSE)
Carlson School of Management (CSOM)

Kram's Mentor Role Theory (1985)

- Career functions
 - ✓ Knowledge and skills to be successful
- Psychosocial functions
 - ✓ Emotional support to build self-concept
 - Acceptance
 - Counseling
 - Friendship
 - Role Modeling
 - Social (Greiman, 2002)

Purpose & Objectives of the Study

- **Investigate the dyad relationship** involving students and mentors participating in the University of Minnesota Mentor Connection Program
 - ✓ Describe students' perception of **psychosocial mentoring** and compare by dyad match criteria
 - ✓ Describe students' perception of **dyad satisfaction** and compare by dyad match criteria
 - ✓ Describe students' perception of mentor connection **program satisfaction** and compare by dyad match criteria



Methodology

- Comparative survey research design (Krathwohl, 1998)
- Target population
 - ✓ Undergraduate students who participate in the Mentor Connection Program
- Accessible sample
 - ✓ $N = 998$
 - ✓ Five cohorts from 2006-07 to 2010-11 school years
 - ✓ Respondents were a representative time and place sample (Oliver & Hinkle, 1982)
 - Inferential statistics
 - Alpha level set *a priori* at .05

Data Collection Instrument

- Psychosocial mentoring
 - Modified MRQ (Greiman, 2002)
 - Acceptance
 - Role modeling
 - 5 items, 5-point Likert-type scale
 - Cronbach's Alpha = .94
- Dyad satisfaction
 - Modified MRQ (Greiman, 2002)
 - 4 items, 5-point Likert-type scale
 - Cronbach's Alpha = .88

Data Collection Instrument

- Program satisfaction
 - Researcher developed
 - 3 items, 4-point Likert-type scale
 - Cronbach's Alpha = .83
- Study part of a larger project
- Electronic data collection

Psychosocial Mentoring (Objective 1)

College	<i>M</i>	<i>SD</i>
CFANS	4.07	.84
CSE	3.86	.93
CSOM	4.07	.78

1 = not at all, 2 = small extent, 3 = some extent,
4 = large extent, 5 = very large extent

$F = 1.61, p = .20$

Dyad Satisfaction (Objective 2)

College	<i>M</i>	<i>SD</i>
CFANS	3.61	.70
CSE	3.41	.68
CSOM	3.48	.65

1 = disagree, 2 = somewhat disagree,
3 = somewhat agree, 4 = agree

$F = 1.78, p = .17$

Program Satisfaction (Objective 3)

College	<i>M</i>	<i>SD</i>
CFANS	3.68	.57
CSE	3.67	.65
CSOM	3.57	.71

1 = disagree, 2 = somewhat disagree,
3 = somewhat agree, **4 = agree**

$F = .61, p = .54$

Conclusions

Regardless of college match criteria.....

- Students receiving a large extent of **psychosocial mentoring**
- Students generally agree they are **satisfied with their dyad and the Mentor Connection Program**

.....Why?

Discussion

.....Why? What can be learned about dyad relationships? Perhaps.....

- Each college has selected a dyad match process that fits the culture of their discipline
 - ✓ There are various ways to select dyad members for a relationship

CFANS	CSE	CSOM
<ul style="list-style-type: none">• Essay application	<ul style="list-style-type: none">• Online matching program	<ul style="list-style-type: none">• Student selects mentor

Discussion

- The Mentor Connection Program clearly identifies expectations
 - ✓ Both students and mentors want to participate
- Mentors may be highly altruistic
 - ✓ Alumni
 - ✓ Experienced mentors

Recommendations

- Findings provide academic advisors with basis to confidently recommend the Mentor Connection Program to their students
 - ✓ Nonformal learning
 - ✓ Experiential learning
- Future research
 - ✓ Career benefits of Mentor Connection Program
 - ✓ Perspective of mentors
 - ✓ Relationship dynamics
 - ✓ Experiential learning

Thank You

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