Facilitative Mentorship: A Grounded Theory on Moderating Campus Organizations

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ABSTRACT

Moderating students in the campus organizations is one of the significant faculty tasks being designated to manage student organizations. This study aims to establish a theory that explains how advising or moderating students in campus organizations is being done. This study utilized the Qualitative Grounded Theory approach using an in-depth interview with the seven participants, of which three are campus advisers, and four are student leaders. The interviews were transcribed, coded, and initial analysis was done to identify initial categories. The analysis of this research study consists of three phases- open, axial, and selective coding. In the open coding, the researcher examined the text for salient categories that emerged. Using constant comparative analysis, the researcher attempted to saturate the categories to identify the central or the core phenomenon. Facilitative mentorship emerged as the core category which characterized the mentoring of campus advisers. The researcher then engaged in axial coding in which the database was reviewed and collected new data to provide more substantial insights into specific coding categories that further explained the core category in which four categories emerged, namely Empowering and Enabling, Interactive and Open Communication, support, and affirmation and their guiding presence.

INTRODUCTION

The concept of campus organization has become an important component in students' learning and holistic development in all levels of education, starting with their elementary, secondary, tertiary, or even at the graduate level. Campus organization is also known as student organization which is commonly understood or referred to as a group of undergraduate or graduate students who unite to promote or celebrate a common interest. This includes Student Government Association recognized organizations and club sports recognized organizations. Different schools and universities have a common understanding of the essence of campus organizations as one essential component of students' university life. However, there may be differences in nomenclature, structures, and policies, but shared with the same purpose of providing opportunities for students to engage, learn, lead, and pursue their passions and interests with other students developing leadership and organizational skills.

Astin (1993), Kuk, Banning, and Thomas (2009) mentioned that student groups are essential sources of influence for students' growth and development, especially during college or undergraduate years. Further on the importance of student organizations, Thomas (2011) provides typology in understanding the concept or idea of campus or student organizations. First, the idea that organizations act as place builders, where place building is defined as constructing a relationship between themselves and the community within the context of the community's physical and social environment in which they exist. Second, organizations act as agents where the agent is defined as the constructor of the meaning of the relationship given to place and community. Combining these two sets of characteristics influences the organization's goals, contributions to place as a form of social responsibility, and varied organizational behaviors.

In the Philippine schools, especially in the Higher Education as stipulated in the CHED memorandum 9s. of 2013, student organizations refer to the recognition, accreditation, supervision, and monitoring of student groups, including evaluating their activities. Further, it also states that HEI's shall have a system of accreditation, re-accreditation, monitoring, and evaluation using participatory institutional procedures and processes to recognize basic rights to organize.

For many of these organizations to exist, they must meet a specific set of requirements, which often include having an advisor or commonly addressed as advisers or moderators (Dahlgren, 2015). Requiring advisors for student organizations is a must in the schools, be it at the basic education or college level. In the Philippine schools' context, it has always been part of every institution's policy to designate a campus adviser for each student organization. These advisers or moderators are required to advise the organizations. They are expected to provide guidance, motivation and direct the students and student leaders to attain the goals and objectives of the campus organizations. The role of the advisers and moderators is not only limited to what has been mentioned. The literature can provide an understanding of the roles of the advisers in the student organizations in schools. Student involvement and interaction with faculty members, both inside and outside of class have been considered a determining factor in a student's satisfaction, intellectual and personal development, and persistence in college, according to Floerchinger (1992) on enhancing the role of student advisers in building a positive community. Ferris (2011) mentioned that advisors' roles are characterized by sharing knowledge, promoting critical thinking about decisions, and developing new understandings and skills related to leadership and the position. DeSawal (2007) further discussed that advisors' roles have been changed over time based on the needs of the current student population or based on the nature of the learners in the present context. Many challenges and issues arise in working with student organizations. The research in student activities and student organizations is not up to par to assist advisors in navigating through these challenges.

In the review of some related literature, there have already been several findings that describe challenges on the involvement of faculty-student organizations in the school. Atnip (2015) suggests that faculty do not interact with many students outside of the classroom. Faculty members may serve as student organization advisors. However, faculty choose not to devote a significant portion of their time to advising student organizations. Whereas, Vanguri (2010) explains that while there is limited data on advising student organizations, there is research available on the motivations for advising, which further explains who is advising and why. In a study on one institution's student organization advisors, it was determined that advisors took on these roles based on their jobs, passion for the organization, and the desire to help students through their college developmental process, which is similar to the explanation of DeSawal (2010) from her study that furthered the understanding of how advisors learn to advise. It revealed that

on-the-job experience, observed undergraduate experiences, and graduate schools are additional areas in which professionals learn to advise student organizations. She also examined how advisors learn and develop their approaches to advising. A lack of research examines how the professionals responsible for advising student organizations on college campuses learn to approach their position. Further, she discussed in the findings of her study that advisors do not receive much training and often learn through trial and error, which may frustrate student organizations seeking out informed university staff to serve as resources and policy interpreters. Advisors may not be trained in all aspects of their position, so advisors may not immediately take on the educator role at the beginning of their experience.

It is difficult to understand exactly where advisors fit into this role when leadership educators also provide these developmental opportunities considering the significant role of advisers in the student organizations' development process and the student leaders. With so many different theories promoted, the student leader may become confused and may not make meaning of their leadership. Additionally, students may not practice the knowledge and skills they have learned, which would be detrimental to their organizations and themselves.

Involvement theory discusses that frequent interaction with faculty is more strongly related to satisfaction with college students than any other type of involvement or, indeed, any other student or institutional characteristics. Thus, finding ways to encourage greater student involvement with faculty could be highly productive on most college campuses (Astin, 1984). Another concept that Meyer and Kroth (2010) advanced in one of the pieces of literature is called social function that also explains such interaction. It explains that Individuals (faculty/advisers) who advise student organizations, academic organizations, and athletic organizations are all motivated to serve because of the social experience. So regardless of the content of the organization, advisors are attracted to advising for similar reasons. The theory on social function may also explain why in some cases, regardless of whether the faculty member has sufficient background or none in advising, still can accept the job for the same reason as in the study of DeSawal (2007), when taking on the advisor role, individuals are often not given an adequate amount of training. In her study of student organization advisors, she noted that 47.5% of the surveyed advisors only felt somewhat prepared to advise students when they first started in their positions. Respondents articulated that they learned how to advise through a process of trial and error, on-the-job experience, undergraduate knowledge, vicariously learning through resources and peers, and graduate school preparation. It appears that while the individuals

serving as student organization advisors are intrinsically motivated to assist students through their student organization experience, they do not have the skills or tools needed when beginning these roles.

A lot has been mentioned in the review of studies about advising, including the roles, expectations, and even issues and challenges. While there is also literature that talks about faculty advisors and students; interaction, and collaboration in the student organizations, yet the literature is still limited on providing a substantial explanation of how moderating advising is done in campus organizations in schools.

The mentorship was an integral component for the advisors since they saw mentorship as their avenue for assisting students in their development (Vanguri, 2010). Dunkel and Schuh (1998) found that individuals served as advisors based on their ability to observe the development of students. In the study of Canque and Botor (2009) on the motivational factors and mentoring, it was found out that there is a significant relationship between motivational factors and mentoring skills of the campus advisers in managing student organizations. It was also discussed that interpersonal relation was the best predictor of mentoring skills; thus, strategies that enhance interpersonal relationships should be initiated. Some studies talk about student organization advising as a way of helping students develop their leadership skills, manage group dynamics, and work within the institutional policies and procedures (Dunkel & Schuh, 1998). Most studies are related to the roles and challenges of advisers as it is considered multi-faceted and complex. However, the topic of advising, mentoring, or guiding has been under-studied and under-researched. This is the reason why this particular study is being conceptualized. It aimed to explore student advising or moderating in the tertiary level of education in particular. This study aimed at generating theory to explain the process, the dynamic that includes the training process, the changing roles of advisors over time, and meeting the needs of student organizations and explains what's going on in the advising or mentoring of campus advisers with the student leaders in the student organizations. Areas for continued research will be identified, assumptions will be challenged, and recommendations for student organization advisors will be made to help bridge gaps between research and practice. Mentorship is empirically related to several desired outcomes in college students, including academic success and career development. Yet little is known about how mentorship aids leadership development among college students.

OBJECTIVES OF THE STUDY

This study aimed to generate a theory that explains moderating of campus advisers in student organizations. These campus advisers are the faculty and staff delegated to handle, manage and supervise the programs and activities of the campus clubs and organizations in the university. There have already been several literature and studies that explain the essential roles and functions of the moderators in student leadership in the organization. Still, seemingly, few attempts to look closely into how advising or moderating are made within the organization. Thus, the study shall help explain the process and further develop a framework that will facilitate the improvement of campus advising or moderating in Notre Dame of Marbel University.

METHODOLOGY

Research Design

This study utilized the qualitative grounded theory approach using an in-depth interview with the participants. Theoretical sampling and saturation are employed in determining the number of participants being interviewed. Theory development is generated or grounded in data from the participants' narratives and experiences of both campus advisers engaged in campus advising or moderating and the student leaders who are the recipients of such a process.

Research Site

The study will be conducted at Notre Dame of Marbel University, City of Koronadal, South Cotabato. NDMU is a Catholic educational institution located in Koronadal City, South Cotabato, Philippines. It is run by the Marist Brothers or FMS (Fratres Maristae a Scholis), a Catholic religious order from France. It is the first Marist University in the Philippines and the only university in Koronadal City. This university offers a complete Basic Education Department from Kindergarten to Senior High School, College, and Graduate School.

Participants

The participants of the study were the student leaders and campus club and organization advisers of Notre Dame of Marbel University- College Department. The participants were chosen randomly using a theoretical sampling approach

among the student welfare board members of the university's Supreme Student Government, the first three major officers from any of the clubs and organizations. The campus advisers were identified among the chosen student leaders who were interviewed.

Instrumentation

This study utilized an interview guide developed by the researcher. A panel of experts checked the questions to ensure the appropriateness of the questions (although, the starting of the interview will simply start from asking the participants to share their experiences on the mentoring process. Then, follow-up or probing questions helped or guided the interviewer to ask for substantiation from the interviewed participants.

Data Gathering Process

Permission to conduct the study in the university was secured by the researcher. Once approved, an initial interview was conducted with one participant who qualified for the criteria set. The interview was transcribed, coded and initial analysis was done to identify initial categories. Following the theoretical sampling approach, another participant was interviewed then did the same process. The purpose of the theoretical sampling was to allow the researcher to follow leads in the data by sampling new participants or material that provided relevant information. The result of the analysis from the new data was integrated into the previous categories. Then, the same process until the process reaches the saturation point.

Data Analysis

Crucial in the analysis process for this qualitative-grounded theory approach was the constant- comparative analysis. Initial coding of data is the preliminary step in GT data analysis. The purpose of initial coding was to start fracturing the data to compare incident to incident and look for similarities and differences in beginning patterns in the data. The researcher began with open coding for its major categories of information. From this coding, axial coding emerged in which the researcher identified one core phenomenon to explore and examine. After identifying the core category, the researcher went back to the data to establish further and more substantial categories around the core phenomenon following the coding paradigm of Strauss and Corbin (1990) that determines the types of categories, namely causal condition (the factors that caused the phenomenon),

strategies (actions taken in response to the phenomenon), contextual and intervening conditions (broad and specific situational factors that influence the strategies, and the consequences (outcomes from using the strategies). The final step done by the researcher is selective coding, in which the categories are being connected and interrelated through a substantial narrative statement that describes the theory being established.

RESULTS AND DISCUSSION

The analysis of this research study consists of three phases- open, axial, and selective coding. In the open coding, the researcher examined the text (referring to the transcript as the data analysis) for salient categories to emerge. Using constant comparative analysis, the researcher attempted to saturate the categories to identify the central or the core phenomenon. As a result, Facilitative mentorship emerged as the core category which characterized the mentoring of campus advisers with the students in the campus organizations of Notre Dame of Marbel University. The figure below shows an excerpt on the sample open coding process.

Phase I. Open Coding

Concepts from the Open Coding	Categories	Core category
• The moderator is easy to get along with but meant business when it comes to advising. • Presence with the students • Journeying with the students • Engaging with the students • Motivating presence • Encouraging presence • Comforting presence • Establishing a consultative atmosphere so students can interact	Engaging with The students	**Facilitative Mentorship** characterize campus adviser's way of moderating student organizations as supported by the following categories from the initial coding
• Allowing student leaders to discuss within the group openly • Establishing partnership and collaboration through communicating clear goals with the students. • Communicating with the students • Openly expressed affirmation of students' accomplishments.	Relating to the Students through allowing open communication	• Establishing relationship • Open Communications • Empowering leaders • Supporting the leaders
• Student-centered approach in creating programs and activities • Giving trust to student leaders to take on actions • Allowing student leaders in making decisions • Trusting student leaders to solve problems • Allowing students to settle conflicts among them	Empowering the students by allowing them to settle and manage conflicts, trusting them in making decisions	
• Showing support to the undertakings of the student leaders in the conduct of the activities. • Providing support to the students in accomplishing their tasks	Supporting the students	

Some concepts emerged from the interviews conducted with the first two participants and these concepts were clustered into categories. As shown, concepts such as *'the moderator is easy to get along with, presence with students, journeying with the students, motivating presence and* encouraging presence and comforting presence manifest how moderators usually establish a good relationship with the students and student leaders in the organization. Open communication was another category that surfaced. Having a consultative atmosphere in the organization, allowing students to openly discuss in the group, communicating clear goals and expectations with the students openly express affirmation of students' accomplishments and organizing the open communication one

category. Empowering the leaders has also emerged as another category supported by the following concepts: Student-centered approach in creating programs and activities, giving trust to the students in their actions and decision making, trusting them in solving the problem, and allowing them to settle conflicts among them. Lastly, supporting the students' undertakings and engaging with the students in accomplishing their tasks constitute the category of supporting the student leaders.

The open coding category selected for this purpose is typically one which the participants extensively discussed. In this case, facilitative mentoring seems to capture all the concepts that emerged from the initial data analysis. Establishing good relationship, open communication, empowering, and supporting the student leaders are themes that characterized a facilitative approach in mentoring the students. It is identified then as the open category (central phenomenon) and positioned as the central feature of the theory.

Phase II. Axial Coding

After the central phenomenon has already been identified, the researcher then engaged in axial coding in which the database is reviewed and collected new data for further analysis. The goal is to provide more substantial insights into specific coding categories to explain further what facilitative mentoring is as the core category. In the process, the researcher engaged in establishing categories to explain the causal conditions that influenced the phenomenon, the strategies for addressing the phenomenon, the context and intervening conditions that shape the strategies, and the consequences of undertaking the strategies. As a result, several themes and categories were developed under each that relate to the core category.

In terms of the causal conditions that influence the phenomenon, the following are themes: *Experiences of the Moderators in leadership*, *Personal beliefs on student advising*, *Internal and external pressures,* and the *Beliefs on the students' capacity.*

The strategies for addressing the phenomenon are organized into the following categories and sub-categories: The first category under the strategy is *Empowering and Enabling*. The second one is *Guiding presence* with two sub-categories which are *Guiding students' actions* and *Providing feedback*. The third category under the strategy is Establishing interactive and open communication and *Establishing relationship* with three sub-categories: *Relating personal journey*, *Support*, *Affirmations*, and *Involvement.*

Three categories that surfaced under the context and intervening conditions that shape the strategies. These categories are the *Traits*, *Styles and Skills,* and *Attributes* of the moderators. Lastly, the consequences of undertaking the strategies categorized into *Good working relationships*, *Empowered Student Leaders* and *Learning*.

Table 1. Theoretical model of the Facilitative mentoring that characterized the Marist way of mentoring students in the Clubs/Organizations at Notre Dame of Marbel University

Causal Conditions	Strategies	
Experiences in leadership • Moderators sharing their leadership journey with the students • Student leaders learn from the sharing of the moderators • Moderators were also student leaders (they can relate to) Personal Beliefs on Student Advising • Personal beliefs of the moderators about learning • Student-centered approach in creating programs and activities • Campus organization engagement of students must be empowering and developmental for the students • The need to familiarize with the leaders and members, which leads to easy communication and trust • Advising should be a journey with the students • Advising should be empowering • There should be a spiritual journey in advising student leaders.	*Empowering and Enabling (Formative approaches)* • Allowing student leaders to learn from their experience • Allowing student leaders in making decisions • Teaching student leaders to openly discuss within the group • Allowing students to settle conflicts among them • Empowering students through the moderators' actions • Provides an opportunity for the enhancement of skills • Giving trust to student leaders to take on actions • Trusting student leaders to solve problems • Giving student leaders the freedom to decide • Empowering the group to settle a conflict • Empowering leaders to be mindful of their decisions • Empowering student leaders to think on their actions and initiatives • Shares knowledge to the student leaders on how to implement activities • Transferring of knowledge to the students (Teaching). • Teaching the students good values • Training student leaders to be efficient and effective with their duties • Teaching student leaders to openly discuss within the group.	*(Facilitative)* *Establishing interactive and open communication* • Allow exchange of ideas and arguments in a meeting • Negotiation has always been part of the process of making a decision. • Interaction between moderators and student leaders • Open consultation between moderators and student leaders • Meeting with the students to clarify their confusions on their tasks • There is processing on the actions and outcomes • Ensuring the maintain the relationship • *'Sukma'* is a way of giving reminders, and it usually happens when there is an open relationship between parties. • Conducting conference with student leaders to settle the problem • Communicating clear goals with the students and student leaders • Communicating with the students' expectations • Updating with them • Interactive approach • Open communication with the student leaders about their ideas

Causal Conditions	Strategies	
Internal and External Pressures • The need to accomplish the tasks • Moderators are accountable for the actions of the students • Adherence to the core values of the university • Ensuring the safety of the students in the conduct of the programs *(the need for proper monitoring)*	*Guiding Presence (Formative approaches)* • *Guides students' Actions* ○ Providing directions to guide students in their planning ○ Processing of the students' actions ○ She provides guidance ○ Provides input to facilitate decision making ○ Providing guidance for the student leaders ○ Guiding student leaders on their actions/decisions ○ Clear in terms of providing directions for the organizations ○ Guiding students towards the goals and objectives of the organization. ○ Guiding students in their planning for the tasks ○ Guiding student leaders in the conduct of activities ○ Ensuring discipline among student leaders	*(Facilitative)* *Establishing Relationship (Making connections)* *Relating personal journey with student leaders* ○ Relating personal experiences ○ Openness by the moderator ○ Influenced by the moderators' experiences shared ○ Establishing relations with the student leaders ○ Establishing relationship with the student leaders ○ Ensuring the maintain the relationship ○ Open to listen for the sharing of the students ○ Open communication with them to understand them. ○ Guide students to become professionally ready ○ Presence with the student
Beliefs on the capacity of young people • Knowledge about student leaders' capacity to handle the situation • The moderators consider the capacity of the student leaders to handle the situation before intervening. • Trusting the leaders	*Provides Feedback* ○ Correcting student leaders' committed mistakes ○ Observing how student leaders deliver the programs and provide input afterward ○ Giving Feedback ○ Establishing discipline among the member ○ Processing the output of the students- Strategy on providing input for improvement ○ 'Yaw-yaw' is associated with giving input in a 'nagging, but the tone is guiding and nurturing. 'Yawyaw' because the lesson (input) seems too important. ○ Guiding student leaders to gain support from other faculty. ○ Provides encouragement	*Support and Affirmation* ○ Showing support to the student leader's decision ○ Gives acknowledgment on accomplishments ○ Affirming the accomplishments of the student leaders. ○ Openly expressed affirmation on students' accomplishments ○ Acknowledging the effort of the students *Getting involved* ○ Provides suggestions for the student leaders ○ She leads the meeting when necessary ○ Engage with the students in accomplishing their tasks ○ Engaging with the students in accomplishing the tasks. ○ Journeying with the student leaders through joining in the games. ○ Engage students with learning experiences to learn. ○ Hands-on in the activities. ○ Getting involved in the issues of the organization ○ Showing drive and initiative to motivate students ○ Being involved with the students' activities ○ Being involved with the students ○ Being involved in the activities

Intervening conditions	Consequences
Traits *(Ingrained characteristic or habit that is difficult to learn or unlearn, like shyness or confidence)* - Motivating presence - Encouraging presence - Comforting presence - Initiative - Easy to get along with but meant business when it comes to advising. - Genuineness **Style and Skills** - Processing skill of the moderator - Self-knowledge - Facilitative way of mentoring- listening and sharing input based from students' output. - Consoling skill of the moderators - Observing the dynamics in the organizations (Assessing group dynamics) before intervening - Decision-making skill - Conflict-pacifying skill **Attributes** *(Quality or characteristic of a person, place, or thing)* - Willingness to share ideas with the students - Willingness to spend time with the students - Being true to your actions - Being objective of the moderator in giving feedback to correct the actions of the group - Being organized - Being straightforward of the moderator - Being straightforward - Being straightforward of the adviser brings has a good impact on student leaders - Moderator is hands-on in the meetings - Goal-Driven - Being Passionate - Being intentional of the moderators in monitoring the students' programs - Dedication of the moderator in working with the students - Being considerate	Good working relationship between Advisers and student leaders - Consultative atmosphere so students can interact - Good relationship between adviser and students - Good relationship with the students. - Students can interact - Student leaders can openly express themselves with the advisers Empowered student leaders - Student leaders transfer skills to other fellow student leaders (Empowering others too) - Empowered student leader (through his mentoring strategy) - Empowered students through the moderators' actions. - Mentor other student leaders too. Empowering) - Students become more independent Students' learnings - Learned from the experiences. - Learned through the guidance of the moderator. - Student leader realizes to what extent his potentials - Student leader's appreciation of his capabilities - Student learners can reflect on their actions - Consequence- Realizations on the part of the students' leaders on their flaws and failures, thus they learned. - In effect of the sukma'- realizations and learning on the part of the leaders- to do better!

Phase III. Selective Coding

Facilitative mentoring as the core phenomenon and central feature of the theory being generated in this study represented in this frame.
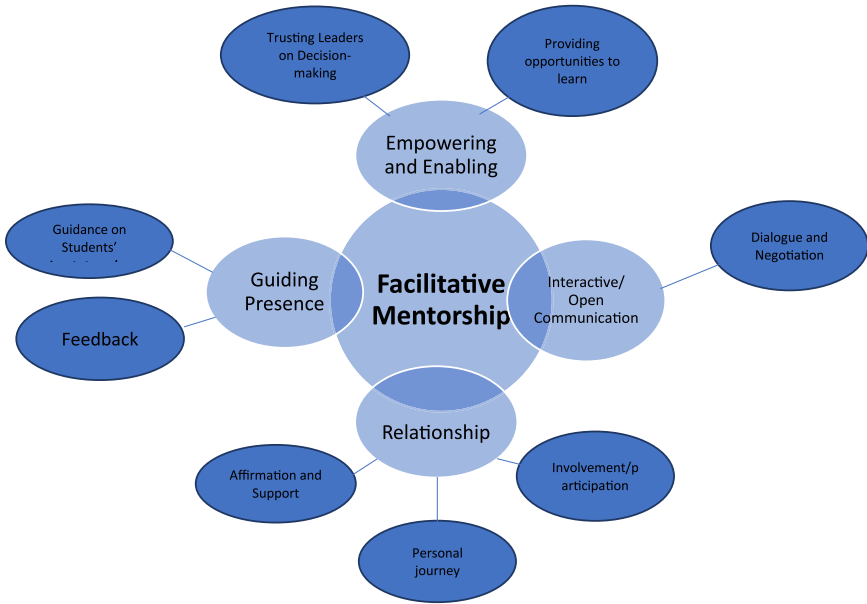

Figure 1. Schematic frame of the categories and concepts that emerged on Facilitative Mentorship as the core phenomenon

There are four categories that emerged that characterized the facilitative way of mentoring the campus advisers at Notre of the clubs and organizations at Notre Dame of Marbel University. Empowering and Enabling relates to the strategies and actions that empower and capacitate the student leaders and members of the organization to make a plan, implement and monitor their programs and initiatives. Under this category, two sub-categories surfaced describing how they empower and enable the students and student leaders. These strategies trust the student leaders, especially in terms of making decisions, and the second one is providing opportunities for them to improve their leadership and facilitating skills. Trusting the student leaders appeared to be the most dominant theme based on the narratives of the participants, both the campus advisers and the student leaders. This trust is associated with the strategy of the campus advisers

to empower and capacitate or enable the student leaders. Common in the sharing of the student leaders are their experiences having being trusted when it comes to decision making or taking actions on their own for the organization. Usually, these are decisions about planning, organizing, and implementing programs and activities. In the experience of student participant 1, he shared that their campus adviser trusts that they can come up with decisions first before asking for her inputs. As officers, they are aware that student activities and programs are planned and decided by the students; however, they consider that insights and suggestions from the adviser are also important. Their adviser does not interfere in their planning but only participates when it is necessary. For them, it is empowering. They are provided with an opportunity to be creative and free in terms of their decisions. The trust given to them is empowering.

Amo gid abi ng mentorship niya sa amon sir, kung kaya namon himuon, kaya namon himuon. Indi siya mag mag interfere. Mag interfere lang siya kung kelangan na gid. Kung kaya pa namon i-solve, indi siya makialam… kung di na gid kaya, mapalapit lang sa iya..Para sa amon gina-empower niya kami sina..Grabe gid ang trust niya. (SP1)

Campus Adviser participant 1 believes that mentoring is empowering. Based on her sharing, she trusts the student leaders in terms of their ideas. She allows them to explain their plans and listen to the pros and cons.

Siyempre gin-elect na sila sang student body. Tagaan sila opportunity. Although ang iban dira napilitan. I trust them, I trust them in terms of their ideas, ila nga mga perspectives, kung ano nga mga activities nga gusto nila matabo. I allow them to explain, I allow them to lay down anong mga pros and cons… (CA1)

Student leaders' decision-making skill are being challenged not only in planning organizing and implementing events. Student participant 3 shared that he was also challenged in managing and pacifying conflicts within the organization. For him, handling conflicts requires a skill that he needed to learn. But he believes that his adviser is empowering him by allowing him to learn through constantly experiencing, by facilitating the concern within the organization, and talking to the involved members. For him, he is being trusted that he can handle difficult situations in the organizations. He realized that his

adviser had allowed him to experience that to learn from that experience to gauge the extent of his leadership. For him, it's enabling him to be a good facilitator.

> *My adviser has his own formula for that; he wants me to really engage myself in that learning experience and make me realize to what extent I am as a leader, especially in facing some issues and concerns. And what are my capabilities in judging or making that decision. This includes even how to pacify conflicts within the group. The trust of the adviser is there. (SP3).*

Student participant 5 shared that their moderator has been teaching them to be mindful of their decisions. Whenever they organize programs and activities, they do consider careful planning and discussion within the group to ensure to deliver what is expected. They are reminded by their campus adviser to be intentional in their planning and be mindful of their decisions, which made them learned.

> *Gusto niya dapat alam muna namin yung gawin naming bago kami padalos-dalos sa gagawin namin. So, hindi lang dapat kami padali. Dapat always ginaprepare gid namin, we should prepare ourselves for anything, for any event na mag-abot, sa amon na situations not only as a student but also as member of an organization and officer. (SP4).*

Empowering and enabling mentoring also means *providing essential learning opportunities* for the student leaders to enhance their leadership. They usually share their knowledge to the student leaders input how to organize and implement activities, training them to be efficient and effective with their duties, teaching student leaders to discuss within the group openly, and providing the opportunity for the enhancement of their skills.

> *Our moderator is really responsible for giving us enough knowledge, enough information so that we are able to become participative and active in terms of implementing activities, in participating in different activities all throughout the year. (SP4)*

> *Our moderator would usually share input to us…you consider this, you consider that. The inputs and suggestions are very helpful for us. (SP2).*

> *Pinapajoin niya kami sa mga trainings and seminars para ma-enhance pa ang skills naming at maka-interact din kami sa ibang mga leaders. (SP4).*

Interactive and Open Communication also characterized the facilitative mentoring of the Campus moderators. There is openness through consultation, dialogue, and negotiation in the interaction between the campus adviser and the student leaders. While student leaders can decide on their programs and activities, they still do consult their advisers. Usually, they seek affirmations on their decisions.

> *I allow them to explain, I allow them to lay down anong mga pros and cons, kung anong mga activities naman, we are planning to do this, we are planning to do that, mga amuna sina, tapos gina pamangkot ko sila, ano gid bala ang pinaka objectives sang activity, because I want them na ma-realize gid nila, ay himoon na nila na activity, so amuna bala. Ano gid bala ang objective ninyo. (CA1)*

When the campus adviser gives comments or suggestions, students do clarify, especially during meetings. When there are disagreements on the level of understanding between students and advisers, they negotiate. They discuss the matter until it resolves. Meetings are spaces for clarifying the problems, setting goals and expectations, also for updating.

> *Usually ga-meeting kami…during meeting, I allow them to talk. I am just silent. But when they start to open up on some issues, I butt in. I allow each one to talk and raise their issue. Then we clarify the issue then we will try to resolve it at our level na di na makarating pa sa DSA halimbawa (CA3).*

> *Tapos if there are problems kag ng may mga…, kis-a may mga bloopers man sila, so I do not blame them ay te siyempre di man nila na gusto. Objective nila is maayo, nagkataon na may mga bloopers nga mga amuni sini. So, gina-ano ko nalang sila na you take that as a challenge. Pero, next time amuni, dapat hindi na ina sya matabo. Siguro kulang kamo sa, sa…, monitoring ana, kulang kamo sa workforce, hindi niyo na anticipate na matabo. (CA1)*

And style of mentoring niya sa amon, kung maya ara sang mali, gina-akigan niya kmi. Open gid siya magsiling sa amon…(SP1).

Another emerging category that characterized mentoring is manifested through the way campus advisers *Established Relationship* with the students and student leaders. The campus advisers have some ways of building a good relationship with the students and student leaders. Based on the sharing of the student leaders, it appears that what normally initiates the establishment of a good relationship between the students and the student leaders is when the campus advisers start to openly relate their journey of leadership during their time as students. Students shared that they like to listen to the experiences on success stories and challenges of their advisers when they were just student leaders like them.

After that may mga personal time din to share problems and have dinner with each other, have meals and parang ganon na po na intimate personal levels. Ga-share siya sang mag experiinces niya sa life sa iya man nga leadership journey sang estudyanted pas siya. Gina share niya ang iya mga success and inteerstingm stories na somehow makapa-isnpire man sa amon…Dra na na dayun magstart nga daw mas amgoing comfortable na kmi sa iya… (SP2)

Actually, I am very comfortable kay Ma'am kase even mga personal na mga bagay minsan nashe-share niya rin saamin na magiging, a…, it would help us to, to grow as a person, of course, as a student. Kase, may mga bagay din noon na naexperience niya na pwede naming maapply, na pwede Naming maapply today. So, even though na kahit medyo masyadong personal na yung mga tanong naming she is really, willing parin sya, and comfortable parin siya na, to answer those questions..(SP 4).

Nalingaw kmi mamati sa iya mga istorya sang estudyante pa siya.. Tapos daw feeling namon nmon at home na kmi sa iya. (SP3)

And the way, yung mga, yung mga relationship naman naming hindi lang saakin, halos lahat saamin. Maganda yung relationship namin kasi um…, we are very open, naging very open kami in terms of, a…, telling our stories…problems and concerns not only in our organization but in classroom settings…(SP4)

Showing *support and affirmation* to the students also characterized how mentoring happens. The show of support and affirmation of the advisers to the undertakings and decisions of the students is another way of relating or reaching out to the students to make the students feel good about their decisions. Students look at it in a way that the adviser does care for them and values their work. Commonly, as a consolation to the accomplishment made by the students and staff in the organizations, the adviser treats them for a snack or meal where they can continue to share their experiences and unforgettable moment with the program or event. The time and stories shared by them over the meal and snacks because of the accomplishment is a way of pondering more about the relationship.

> *In my end naman sir, if positive yung feedback yung moderator namin ay magko-congratulate sa success namin or either mag-throw siya ng victory party for us to celebrate our success sa project na na-implement namin.. (SP3)*

> *He treats us for dinner sometimes. Support niya gid kmi biskan indi man gid perfect and activity. Tapos istorya istorya kami about what happened. Kasadya lang. Mas strengthened ang amon bonding. (SP2)*

Aside from showing support and affirmation, another strategy that makes the advisers more visible with the students is their *involvement* in the programs and activities initiated by the students. Their involvement is being manifested in various ways such as giving suggestions during meetings, working with the students in accomplishing the tasks, discuss issues with the students, showing the drive to motivate the students to move forward once students already felt down, and engage with the students in the different learning tasks. Because of this involvement, students feel their presence and ultimately felt comfortable with them to relate with their advisers. As shared by student participant 1, the organization once had an issue with the mishandling of finances. Though the officers tried to resolve it on their level, the situation called for the adviser to intervene.

> *Gin istorya ko si ma'am na my problem ang organizationl tapos amo to sir gin istorya niya tong tao nga to…hambal niya siya na daw m aghandle. Indi man japun mag amin atong tao. Hambal ni ma'am so as a governor kag negligence namon tong natabo, so, i-face namon ang problem….*

The *guiding presence* of the campus adviser also characterized what facilitative mentoring is. They guide students' actions/decisions and provide feedback. In terms of guiding students' actions or decisions, they help provide directions on the students' plans and programs by giving inputs, suggestions, and feedback to ensure that the student leaders are on the right direction in achieving their goals and objectives. Feedback usually is given through correcting or clarifying students' misconceptions. For example, as shared by one participant, *"Sometimes, you need to guide them. If there is a need to correct their thinking, you have to because they are still young. While they acknowledge their creativity, they still need to be guided on what is more appropriate. So feedback on their decisions is very important. That's what I do (CA3)"*. As shared, if student leaders are not given proper feedback on their actions, they would not be able to acknowledge their shortcomings and not learn from them. Interestingly, one student leader shared that their campus adviser has a distinct way of giving them feedback to realize their mistake.

> *I think sir the best experience that I got from the mentoring is yung mga "yawyaw" ng mentor. Dahil doon na-realize namin ang aming flaws and failures and we need to be open-minded, we need to open our ears to accept those failures because through those failures we are able to grow as effective leaders (SP3).*

> *Amo na sya. So, amuna tapos ang monitoring ko saila, a…, although subong di ma sila pirme nagakadto sa school, so, keep on texting, kamusta na kamo? Ana, date me, ana. Para inang they are aware nga you are part of it, they are aware na you are monitoring na hindi mo lang sila ginapabay-an. Tapos if there are problems kag ng may mga…, kis-a may mga bloopers man sila, so I do not blame them ay te siyempre di man nila na gusto.(CAI)*

"Yaw-yaw" is an Ilonggo term that may either have a positive or negative association. In this context, the term is used to associate to giving input in a 'nagging,' but the tone is guiding and nurturing. *'Yawyaw'* because the lesson (input) as feedback seems too important for the students to remember.

Causal conditions

Facilitative Mentoring as the core phenomenon is influenced by several factors. This part of the discussion will present the various categories that caused the central phenomenon *(facilitative mentoring)*. One was the leadership

background of the moderators when they were still students. They relate to the student leaders by sharing their own experiences. Their background in student leadership provides them a better understanding of students' perspectives regarding the issue and challenges in the organization.

> *Sometimes, ginashare niya sa amon and iya personal experiences. Makarelate siya amon nga mga concerns kay siya mismo student leader man gali dati (SP4).*

> *Kaya kita baya naging student leader pud. Kahibalo gid ta unsa mga need nila, kag paano sila ifacilitate (CA2).*

> *Nag eeexplore din ang mga bata eh using their creativity, pero ikaw as teacher ang ano diyan eh, ikaw ang may pinakamalaking ulo diyan…may malalim na danas dahil minsa di tayo sa ganyan..(CA2)*

Another relevant factor influencing moderators' facilitative way of mentoring is their *personal beliefs about advising* students drawn from their years of experience working with the student leaders and what they have observed from the interactions with the students in the organization. Moderators believed that campus advising must be empowering and developmental for the student leaders. For instance, the role of the moderators in the planning for the conduct of the activities must not be to overpower students in their decision-making.

> *Mas naitatama mo sila..Kasi yung mga bata minsan, meron din silang naiisip…sabihin na natin mga brilliant naman sila, pero teka lang ha, saan ba yan naka angkla?Aaan bayan naka-anchor?Ibabalik mo sa kanila. Let them thinks again. Di mo sila pangugunganahan. Yan talaga ang paniniwala ko. (CA1)*

> *Ako I believe talaga na moderators should trust their planning and decision making process. Not us to decide for them. 'yan lagi ko kinokonsider ko every time I talk to them. (CA3).*

Student-centered means allowing student to plan and create on their own with the guidance of the moderator just to ensure that the plans and programs conform still to the value of the school and are helpful for the development of

the students. Moderators also believed that to establish a facilitative atmosphere in advising students, the need to familiarize each member in the organization had also been very helpful in getting their trust.

So amuna, so, sa pag-mentor sa ila, dala empowering na ina eh, gina empower ko na sila para next time, they will not depend on me. Ina balang, sila na ang ma initiate sang ila na mga activities. (CA1)

Ma-consult lang, siling ko kung ma consult kamo saakon gusto ko may idea na kamo, so may prior sila nga…, mga inisturyahan,may prior na sila na meetings na sila-sila lang..(CAI)

Actually, the student leaders are very much aware about the values of the school. Meaing, when they plan, ginaconsider gid na nila. Kay tungod man nga pirmi ko man na ginaremind sa ila. So they plan, they create, they innovate..I guive them that privilege but proper guidance on the essentials matters… (CA3)

Some *internal and external pressures* also influence how the campus moderators handle the student officers and members in the organizations. There is pressure on the need to accomplish the tasks as reflected in the annual plans and programs of the student organizations. The campus moderators also are aware of their shared accountability for every decision made by the students. The pressure comes from whether the student officers made sound decisions or not. Whatever the decisions made and the outcome of the decisions, they reflect on how the moderator guides and intervenes. These kinds of pressures may be considered internal as they affect moderators' intervention in the organization. The moderator also needs to ensure that the officers' plans and programs adhere to the university's policy and guidelines. These university policies may be considered to be external pressures. They become more cautious and mindful in overseeing students' programs and activities as they might violate any university policies or guidelines.

The last condition that emerges as an important category to explain the campus advisers' facilitative mentoring is their beliefs on the students' capacity. From the sharing of the participants, the moderators do understand that these student leaders have already been engaged in campus leadership since they are in education. Though the experiences they earn in college may be different, the learnings they get in the past may still be relevant. For the moderators, these

learnings and experiences of the student leaders in the past been have been significant factors in the way they manifest their styles, skill, and attitudes now that they are already in college. The moderators see student leaders as empowered students due to their capacity to manage the organization independently, even with less supervision. They trust that student leaders in the college already have sufficient background gained through their own experiences. The student leaders also feel that their moderators give much of their trust to them when making decisions. This made them feel empowered. Although, as shared by students, while they can feel the trust of the moderators, they still consider them in the decision-making. They consult and refer to some concerns that they cannot handle.

We feel that sometimes our adviser does not intervene much. However, we know that it is just his way of showing that he trusts our capacity to decide. (SP1)

Hindi man gid siling nga tudluan mo gid sila, kabalo na na sila. Gapati ko sina sa ila iya. Indi man sila sining nang inang tudluan mo gid. Dapat chill ka lang…, Tapos, maintindihan mo ang ila generation ngaa amo na sila…Chill kalang pati ka lng sa mga pwede nila mahimo. Amo ana kon style (CA1)

I let them experience their own journey. I always trust they can. I know my role. But more than anything, it's about them doing their part (CA3)

Intervening conditions

Three emerging categories describe the intervening conditions that influence the strategies of the campus moderators in advising the students in the organization. These are the *traits, styles and skills, and attributes* of the campus moderators. Traits are understood to be the ingrained characteristics or habit that is difficult to learn or unlearn. As emerged in the analysis, motivating, encouraging, and comforting presence are natural traits to the moderators.

The Style and Skills of the moderators in handling students in the organizations also emerged as intervening conditions that influence their strategies. For instance, their processing, decision-making, and conflict-pacifying skills are essential in empowering and enabling the students to be more critical and to be more decisive as leaders. In the sharing of the student participant,

For me, sa adviser ko, more on pinapa-experience niya first yung scenario then after that kino-correct niya if ever may mga mistakes na nagagawa. He would also show support to the decisions of me, as a student leader. But at the same time, he gives me the freedom to choose the group's decision, also knowing kung kaya mo ba yan or hindi, for him to intervene. Kasi pag-alam niya na kaya mo naman na and that you are capable of doing this, then he is panatag naman na you can really do your obligations as student leaders sa campus.

The moderator knows when to intervene and when not to provide input when allowing students to learn to discover their loopholes and learn from them. This entails skill. The moderator decides to intervene right away or not. It's his style to make the learning process for the student leader more meaningful by discovering the problem on their own and be able to resolve it; thus, empowering them. Some of the skills manifested by the moderators include their being observant of the dynamics of the groups. They pay attention to the attitudes and behaviors of the leaders and members. They know how to console students whenever they encounter organizational issues and concerns.

Attributes *in this analysis pertain to the qualities or characteristics of the campus advisers. Few attributes are identified that manifest in their encounter with the students.* Willingness to share their ideas, being objective in giving feedback to correct the actions of the group, being organized, being straightforward of the adviser, being passionate, being intentional in monitoring students' programs, *is* dedicated to working with the students, *and* being considerate are among the attitudes manifested by the moderators working with the students in the organization.

Consequences

As an outcome of the strategies, a good working relationship between advisers and student leaders is being established, as reflected in the consultative atmosphere where students and advisers interact and can freely express themselves with the moderators. Students felt more empowered as they engage and work with the moderators. They transfer skills to other fellow student leaders, thus, becoming capable of empowering others too. Students felt empowered through their mentoring strategies and their actions being shown. It means being an example to them. The actions of the moderators allow the student leaders to learn to be independent in terms of making decisions. For them, it's empowering.

Another significant outcome is students' learning. As shared, they learned from experiences guided by their moderators; they realize the extent of their potential because the moderators allow them to discover their flaws and allow them to manage issues within the organization. Through the facilitative mentoring of the moderators, students can appreciate their own leadership potential, feel trusted, and become more cautious of their actions without the feeling of fear for mistakes and failures.

CONCLUSIONS

Facilitative mentorship as a theory that has been generated to explain the process of moderating the campus advisers in the university has a significant and insightful impact both in theory and practice. Moderating students in the campus organizations is an equally important undertaking of faculty in the university, just like teaching. Students' active involvement in the organizations has long been an accepted and established process that contributes to forming students' characters and skills.

Campus moderators' roles and responsibilities in this formative process have already been explained and discussed in so much literature, but little is known about the actual process. In particular, in Notre Dame of Marbel University, where the locale of the study is and where data were drawn from, the result of the study confirms the pedagogical principles that the university promotes and advocates as a Marist school. Some of its teaching pedagogies talk about belief in the young, the value of relationship, and the pedagogy of presence in teaching the young, which has also transpired in campus advising as experienced and shared by both the moderators and the student leaders in this study.

The research has provided a deeper and a more substantial explanation as to how it is really done in the organizations, which includes the factors that caused the phenomenon, actions taken in response to the phenomenon, situational factors that influence the strategies, and the outcomes from using the strategies as the frame for theory development. The narratives and experiences of the participants provide the grounding on explicating what is going on, and it goes beyond simply explaining what has already been prescribed and established in the literature when it comes to student advising. Thus, the result can eventually provide significant feedback on the development of the university's paradigm on students' advising, which may also be a good input on all other important decisions of the university when it comes to students' formation.

TRANSLATIONAL RESEARCH

The theory on facilitative mentorship in explaining campus advising and moderating in the student organizations in schools is already a valuable contribution in the literature. As reviewed by the researcher, most researches are focused on advising as a way of helping students develop their leadership skills, manage group dynamics, and work within the institutional policies and procedures, roles, and challenges of advisers as it is considered to be multi-faceted and complex. Still, least focused on the process and interaction between student leaders and advisers in the context of journeying together and sharing in the mission of the student organizations in schools. The theory will help explain the processes and the dynamics that are going on in the advising or mentoring campus advisers with the student leaders. The theory generated grounded from the narratives and experiences of the participants of the study will now provide schools and universities essential feedback on the existing processes and policies about moderating and mentoring students in the campus organizations. Further, this may provide valuable input on policy legislation about the possible capability-building programs, mentoring and coaching for the personnel involved in this process and to come up with some initiatives that will emphasize how to intensify further such relationship and interaction of both faculty and students to make campus organizational experiences of students becomes more relevant to their developmental needs.

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