Whose Week Is It Anyways?: A Case Study of Collaboration Between Student Affairs and Student Volunteers

by

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Author's Declaration

I hereby declare that I am the sole author of this thesis. This is a true copy of the thesis, including any required final revisions, as accepted by my examiners.

I understand that my thesis may be made electronically available to the public.

Abstract

Student Affairs organizations are becoming the heartbeat of campus as the complex issues facing universities encourage Student Affairs professionals to seek out strategies to ensure they meet their purpose within their institution. In order to support the mission of the institution and serve the educational and personal needs of students, Student Affairs staff must collaborate with student volunteers to facilitate the delivery of services and programs. This study explored the nature of the relationship and the experiences of collaboration between Student Affairs staff and student volunteers in the context of Orientation. Through interviews with staff and student volunteers, the findings from this research suggest that while Federation Orientation Committee (FOC) members (student volunteers) and their Orientation Advisors (staff) experienced a close and collaborative relationship, there were several organizational factors such as structure and leadership that impacted their experience of collaboration, ultimately influencing student volunteer-management relationships. The findings also reveal the dynamics of collaboration, including factors that influence how well the staff and student volunteers work together and how they experience meaning through their interactions. This study suggests that organizational structure plays a large role between Student Affairs staff and student volunteers. Centralized and decentralized structures existed between different groups, and their ability to collaborate was dependent on how well the staff and student volunteers communicated and trusted each other. Although organizational structures was not expected to play such a role in this study initially, further research on how these structures impact collaboration, especially on the student experience outside of the classroom, would be of value to university administrators, Student Affairs professionals, and future student volunteers.

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"The pessimist complains about the wind; the optimist expects it to change; the realist adjusts the sails" – William Arthur Ward

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Chapter One: Introduction

The delivery of higher education is constantly evolving in today's world. With more complex issues facing universities, professionals in university Student Affairs need to seek out strategies to help ensure student success. The main purposes of Student Affairs as a unit within a broader organization such as a university or college are, "to support the mission of the institution and to serve the educational and personal needs of students" (Sandeen, 2001, p. 186). Drawing people, units, and other campus groups together through collaboration is one strategy that Student Affairs may use to ensure broad participation in campus life and address particular issues related to student involvement (Sandeen, 2000). This may include bringing together faculty members, Student Affairs staff, students, and other stakeholders within the community in order to achieve various goals including: (a) improving understanding and support among everyone involved, (b) building a stronger sense of community, (c) enabling more effective problem-solving, (d) increasing the quality of co-curricular programs, and (e) enhancing the learning and education of students (Sandeen, 2000).

Student Affairs has roots in collaborative practice as highlighted in the higher education literature (See Cabrera et al., 2002; Banta & Kuh, 1998; Bloland, Stamatakos, & Rogers, 1996). This body of research illustrates the importance of collaboration between Academic Affairs and Student Affairs. Indeed, Student Affairs has evolved from partnerships between campus units such as faculty administrators, financial aid, registrar, and admissions (Swartz, Carlisle, & Uyeki, 2006). Because of these partnerships and the resulting existence of Student Affairs departments, faculty members are now relieved of certain responsibilities and can rely on and work with Student Affairs (and their partners) to develop learning opportunities for students, rather than taking on these tasks independent of other campus services and professionals. Given

that universities are increasingly being pressured to develop and enhance student learning and engagement in all aspects of student life, Student Affairs has evolved into its own recognizable entity present on most university campuses with a general focus on students, and specifically their university life, learning, and development (Garland & Grace, 1993; Kuh, 2000; Rhatigan, 2000).

In Canada, Student Affairs departments became more prevalent on university campuses when practitioners came together and established the University Advisory Services (UAS) in 1946. This was the beginning of several evolving associations and eventually, in 1971, the Canadian Association of College and University Student Services (CACUSS) became the association providing leadership for Student Affairs professionals in Canadian post-secondary institutions. More than 1000 Student Affairs personnel are affiliated with CACUSS (Cox & Strange, 2010), and the majority of these professionals attend CACUSS conferences each year. CACUSS is also informed and supported by American researchers and American higher education literature (Cox & Strange, 2010).

As a campus unit, Student Affairs is responsible for, "improving student life, integrating new student groups, and attracting and retaining students" (Garland & Grace, 1993, p. 5). The individuals who facilitate these activities are known as Student Affairs professionals and are becoming an increasingly important group of staff within institutions due to budget pressures, student retention issues, and a growing concern about student engagement in and out of the classroom (Schuh, 2000). Within such units, it is common for Student Affairs to experience organizational change processes as they adapt to new demands, leadership, and structures. According to Kuh et al. (1991), Student Affairs professionals have four main roles within institutions of higher education. First, they are "committed to the institutional mission and how

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that mission is best accomplished in student life" (p. 170). Second, these professionals are, "expected by trustees, the [university] president, and the students to bridge the academic program and out-of-class life" (p. 170). Third, they are, "the heart of the early warning system and the safety nets that assist students in academic, social, emotional, and physical difficulty" (p. 170). Moreover, they serve as a support system that encourages students to learn about themselves and others, as well as to take risks and responsibility. Lastly, Student Affairs professionals, "develop opportunities for student involvement through educational and social programs, serve as role models, and challenge students to get the most out of their college experience" (Kuh et al., 1991, p. 171).

In order to achieve a broader mandate of student success, and to meet the changing needs of students, Student Affairs must work towards understanding the dynamics and characteristics of students. Besides knowing whom these students are, Student Affairs must understand what students do inside and outside of the classroom. In addition to facilitating learning (academic) opportunities, other services have been created on campuses, "to encourage student involvement to provide more opportunities for students to become involved in activities as part of a successful college experience" (Wolf-Wendel, Ward, & Kinzie, 2009, p. 412). As such, Student Affairs provides not only an academic resource, but also an experiential opportunity for student involvement through volunteering opportunities. Although academics are the primary activity for students on campus, life outside the classroom is also an essential aspect of the overall student experience. Through several Student Affairs models discussed later on in this thesis, Student Affairs professionals practice a variety of different approaches and no single model works best for every institution. Jackson (2008) suggests that these out-of-class experiences contribute to a student's, "life wide learning" (p. 21). According to Jackson (2008), academic study and

extracurricular activities represent separate learning 'spaces' within the student experience. Figure 1 illustrates Jackson's (2008) life-wide curriculum framework where the 'Work Integrated Learning' (WIL) and the 'rest of life' curriculum are separated.

Figure 1. Life-Wide Curriculum Framework
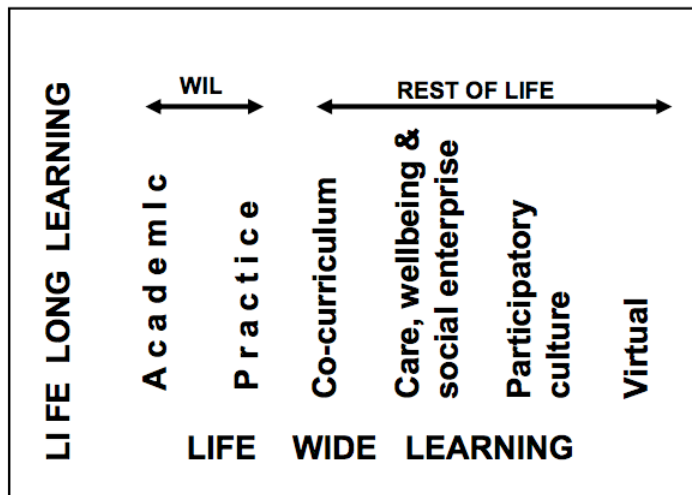
Source: Jackson (2008)

The 'rest of life' curriculum embraces learning spaces where students are able to have rich experiences including, "activities that are pursued for their intrinsic interests and challenge" (Jackson, 2008, p. 23). Volunteering activities fall under the "care, wellbeing and social enterprise curriculum" (p. 24), which covers services within a university that, "look after and promote wellbeing and enable students to contribute to the wellbeing of others" (p. 24). Typically, Student Affairs would serve this role of ensuring the wellbeing of a student, in and out of the classroom, and provide opportunities for students to volunteer and enhance the wellbeing of others (Sandeen, 2000). Understanding the spaces and relationships in which students engage in these rich out-of-class experiences is critical to ensuring that student leisure time (e.g., the remaining time a student has outside of lectures and meeting with faculty or staff) is meaningful (Kuh et al., 1991).

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Student Affairs professionals are specialized in their roles and responsibilities in order to achieve their objective of ensuring meaningful and successful student experiences (Cox & Strange, 2010). However, in addition to using their individual competencies, they must also engage in cross-campus partnerships (Swartz et al., 2006). Sandeen (2000) states that, "effective Student Affairs leaders know their successes rarely come from acting alone. Successes usually occur as a result of close collaboration and planning with key colleagues on the campus, most of whom are not in Student Affairs" (p. 382). The higher education literature demonstrates that Student Affairs collaborate with Academic Affairs to improve student-faculty relationships, create service-learning opportunities, and enhance student learning (e.g., Engstrom & Tinto, 2000; Kezar, 2001a; Kezar, 2003). However, students themselves are a key partner in the planning, implementation, and evaluation of Student Affairs programs and services, as recognized by Claar and Cuyjet (2000). These authors recommend that Student Affairs should, "involve students in planning programs and listen to them. Student involvement can result in a program that is more relevant to students, and students can do a great deal to encourage attendance" (p. 325). Student Affairs recognizes that, "students, as individuals and in groups, are not only the recipients of services but also critical partners in the achievement of institutional goals" (Cox & Strange, 2010, p. 179). Specifically, student volunteers work closely with Student Affairs professionals to represent the views of students, drive campus projects, implement programs, and plan events in order to benefit the entire campus community (Cox & Strange, 2010; Nesheim et al., 2007). The purpose of this study is to explore the experiences of collaboration between undergraduate student volunteers and Student Affairs professionals. The first objective is to understand the nature of the relationship between the student volunteers and

Student Affairs staff. The objective goal is to understand how student volunteers and Student Affairs staff experience collaboration and what are the meanings associated with collaboration.

The implications of this research extends the student volunteering and Student Affairs literature, but most importantly, it gives insight into the relationship created between student volunteers and staff within an organizational structure. This study can facilitate a greater understanding of the influences that organizational structure, within a higher education institution, may have on both student volunteers and staff. The complexity of Orientation, its organizational structure, and the experiences of student volunteers and staff, is explored in this study.

Chapter Two: Literature Review

2.1 Theory of Student Involvement

Astin (1984, republished in 1999) introduced the theory of student involvement as a branch of student development within higher education. He defines student involvement as, "the amount of physical and psychological energy that the student devotes to the academic experience" (p. 518). This academic experience incorporates both in-the-classroom and out-of-classroom activity, which is consistent with other literature claiming that the concept of involvement can be used to emphasize classroom-based academics as well as out-of-class settings and extracurricular activities (Pascarella & Terenzini, 2005; Wolf-Wendel et al., 2009). For instance, a highly involved student is, "one who devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students" (p. 518). It is important to note that students can be highly involved within one activity, or minimally involved in more than one activity. In Astin's view, a behavioural component is critical to student involvement as he believes that, "it is not so much what the individual *thinks or feels*, but what the individual *does*, how he or she behaves, that defines and identifies involvement" (p. 519). Further, the theory of student involvement focuses on, "processes that facilitate student development" (p. 522), or the *how* of student development. For example, these processes emphasize the active participation of the student and focuses on questions such as, "how motivated is the student?", "how much time and energy does the student devotes to being involved?", or "how do they get involved?" Other theories in higher education tend to center around the *what* of student development, such as the development outcomes that a student may gain from attending university.

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Astin's (1984) theory of involvement has five propositions that provide insight into student involvement:

1. Involvement refers to the investment of physical and psychological energy in various objects. These objects can be broad, such as the student experience, or specific, such as preparing for a presentation within a school club.

2. Regardless of its object, involvement occurs along a continuum; that is, different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times.

3. Involvement has both quantitative and qualitative features. For example, involvement can be quantified by measuring the hours of student participation in a particular activity, or explored through qualitative means such as student reviews and comprehension of reading assignments.

4. The amount of student learning and personal development associated with any educational program is directed proportional to the quality and quantity of student involvement in that program.

5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement.

The last two propositions indirectly speak to educational programs, which may affect a student's involvement, depending on how effective the programs are. Astin's (1984) theory simply expresses that students learn by becoming involved. Using this theory, the degree of student involvement will be illustrated through the activities; how much time a student spends at an activity, and what their role is when participating in the activity. The student's physical and psychological energy will also be demonstrated through what factors drive them to get involved.

This involvement will show the results of how much and what they learn from an experience or program.

Astin's theory of involvement has also been questioned on whether or not it constitutes as a theory (Pascarella & Terenzini, 2005). According to Pascarella and Terenzini (2005), the theory of involvement offers the following:

> A general dynamic, a principle, rather than any detailed, systemic description of the behaviours or phenomena being predicted, the variables presumed to influence involvement, the mechanisms by which those variables relate to and influence one another, or the precise nature of the process by which growth or change occurs. It remains to be seen whether Astin's involvement propositions are useful in guiding research beyond providing a general, conceptual orientation. (p. 51)

With this being said, many researchers still use Astin's theory (e.g. Case, 2011; Heiberger & Harper, 2008), especially in Student Affairs and extracurricular involvement (e.g. Flowers, 2004; Guiffrida, 2004; Heiberger & Harper, 2008; Pascarella & Terenzini, 2005) as they claim it is useful for examining the influence of peer groups, gauging the level of involvement in a particular experience, and understanding the relationship between student involvement and development from these experiences. Also, Astin explains, "Involvement theory is an outgrowth of empirical research in an attempt to connect practice to outcomes" (Wolf-Wendel et al., 2009, p. 410). This theory is a starting point for researchers to explain how students are involved, and what it means for them to do these activities, or the outcomes of participation.

Astin's (1984) theory of involvement is focused on the individual student, as he/she controls the extent of his/her own involvement. Universities, however, also play a critical role in student involvement as they provide the programs for students. According to Wolf-Wendel et al.

(2009), involvement is used in research through Astin's (1993) Input-Environment-Output (I-E-O) model. The purpose of this model is, "to assess the impact of various environmental experiences by determining whether students grow or change differently under varying environmental conditions" (Astin, 1993, p. 7). This model includes three main components: 1) inputs, 2) environment, and 3) outcomes. First, the input, "refers to those personal qualities the student brings initially to the educational program" (Astin, 1993, p. 19). Student inputs may include demographic information, behavior patterns, and reasons for attending college. Second, the environment, "refers to the student's actual experiences during the educational program" (p. 19), and third, the output is the ideal student performance from an educational program. The environment can be the educational experience or the program itself, as well as factors such as instructors, facilities, institutional climate, friends, extracurricular activities and organizational affiliation (Astin, 1993). The output can be consequences or end results of a program as well as indictors such as course performance and degree completion (Astin, 1993). For instance, the National Association of Student Personnel Administrators (NASPA) Consortium Campus Activities and Student Involvement survey uses the I-E-O model to put the theory to practice. The input in this survey includes, "involvement in high school, degree of value students place in involvement, current involvement (in all its tiers, quantities and qualities), and factors that prevent involvement" (Wright, 2012, para. 3). The "environment" part of the survey includes the availability and visibility of activities, and the output represented a student's characteristic (e.g., values, attitudes, self-concept, behavior) after exposure to the environment (Wright, 2012, para. 3; Astin, 1993, p. 7). Instruments such as this, which rely on Astin's I-E-O model, provide a useful way of translating the theoretical propositions Astin (1984) provides into a practical tool that can be used in the field of student development.

2.2 Student Engagement

The student experience has also been conceptualized within a body of research surrounding student engagement (the nuances between the terms involvement and engagement will be discussed in the following section, 2.3). Axelson and Flick (2010) suggest that the phrase 'student engagement' has come to refer to, "how involved or interested students appear to be in their learning and how connected they are to their classes, their institutions, and each other" (p. 38).e Similarly, Kuh (2003) defines student engagement as "the time and energy that students devote to educationally sound activities inside and outside of the classroom, and the policies and practices that institutions use to induce students to take part in these activities" (p. 25). According to Kuh, Kinzie, Schuh, Whitt & Associates (2005), student engagement has two components that contribute to student success. The first is, "the amount of time and effort students put into their studies and other activities that lead to the experiences and outcomes that constitute student success" (p.9). The second is, "the ways the institution allocates resources and organizes learning opportunities and services to induce student participation in and benefit from such activities" (p. 9). In basic terms, engagement is about two elements: what the *student* does and what the *institution* does (Wolf-Wendel et al., 2009). These authors add that engagement is about, "two parties who enter into an agreement about the educational experience" (p. 413). Axelson and Flick (2010) posed the question of who is responsible for student engagement and concluded that institutions are consigned to this large responsibility. Student Affairs professionals will have the expertise on student engagement in order to support the institution in these areas.

One tool that has been developed to assist in the measurement of student engagement is the National Survey of Student Engagement (NSSE), created in 1998 and led by George Kuh and

his design team made up of scholars and practitioners. The purpose of the NSSE was to establish an understanding of students' educational experiences in college (NSSE, 2013). Stemming initially from Astin's (1984) theory of student involvement, Kuh advanced the term "student engagement" and has since provided research to explain factors influencing students' experience in college and how these experiences impact student development and success. The NSSE is a tool designed to, "assess the extent to which students at hundreds of four-year colleges and universities are participating in educational practices that are strongly associated with high levels of learning and personal development" (Kuh, 2001, p. 3). The NSSE data focuses on, "how students actually use the resources for learning that their school provides" (Kuh, 2001, p. 12), with a strong emphasis on quality and the student experience. A series of benchmarks based on the NSSE are linked with the desired outcomes of college, which include level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and a supportive campus environment (Kuh et al., 2005). Although the NSSE provides a valuable data set for researchers, it is mainly focused on a student's learning and development within their academic experience. However, within the academic experience, the benchmark of having a supportive campus environment does relate to out-of-classroom factors. For example, Kuh et al. (2005) suggest, "Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus" (p. 13). More specifically, these campus environments help students thrive socially, and promote good relationships between students and their peers, faculty, and administrative staff (Kuh et al., 2005, p. 13). With this benchmark, Student Affairs have a major role in establishing a supportive campus environment.

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The NSSE eventually led Kuh et al. (2005) to a project entitled Documenting Effective Educational Practice (DEEP), where they studied 20 post-secondary institutions with the purpose of discovering what these colleges and universities were doing effectively to promote student success. The NSSE as a measurement tool and the DEEP project, both demonstrate how and what universities and colleges are able to do to enhance a student's overall experience. Through the NSSE, Kuh extended the views of student involvement to student engagement by additionally considering the role of the institution.

2.3 Involvement Versus Engagement

Astin and Kuh both agreed that involvement and engagement have, "no essential differences" (Axelson & Flick, 2010) as the terms are typically used together (Wolf-Wendel et al., 2009). In Wolf-Wendel et al.'s (2009) study, they conducted interviews with experts in the student development field. One respondent, Harper, revealed in his interview that student engagement is different than student involvement as engagement is a more powerful descriptor in that, "it is entirely possible to be involved but not engaged" (p. 418). Another respondent Sax, suggests that, "integration is a by-product of or a positive form of involvement" (p. 418), whereas another respondent, Stage, argues that being integrated is an antecedent to involvement and engagement (p. 418). Stage explains that the students need to gain comfort and a sense of fit within an institution before they are willing to get involved and engaged (p. 418). Given the confusion and interchangeability of terms in the literature, the current study will use the term "engagement" as it denotes a meaningful form of involvement that emphasizes the role of the institution. Engagement differs from involvement in that it, "links more directly to desired educational processes and outcomes, and emphasizes action that the institution can take to increase student engagement" (Wolf-Wendel et al., 2009, p. 414). The concept of engagement is

about encouraging institutions to reflect and to take action on effective practices and thus has a wider scope of application. Once institutions are able to pinpoint certain activities that directly or indirectly improve student learning, institutional improvement is able to happen (Wolf-Wendel et al., 2009).

2.4 Out-of-Class Experiences

While the majority of the literature in higher education addresses student development and learning in the classroom, many influential experiences are held outside the classroom. Out of class experiences are defined as, "structured and unstructured activities or conditions that are not directly part of an institution's formal, course-related, instructional processes" (Terenzini, Pascarella, & Blimling, 1996, p. 150).

Kuh et al. (1991) describe high-quality out-of-class experiences as, "active participation in activities and events that are not part of the curriculum but nevertheless complement the institution's educational purposes" (p. 7). Additionally, social organizations and clubs, recreational sports, off-campus work opportunities, internships, and public service are considered traditional settings, activities, and events where learning and personal development occur (Kuh et al., 1991). Out-of-class experiences can be used as a broad category of both co-curricular and extracurricular activities, although researchers use all of these terms interchangeably (e.g., Tieu & Pancer, 2009). The following sections provide brief aspects of each category or term.

2.4.1 Co-curricular activities.

Co-curricular activities are educationally purposeful, "non-academic school-based activities" (Darling, Caldwell & Smith, 2005, p. 52). In other words, students engage in co-curricular activities outside of the classroom, but experiences and learning are consistent with academic objectives. Overall, co-curricular involvement has a positive impact on a student's

personal development, societal concerns, cultural awareness, and development of social skills (Power-Ross, 1980; Morrell & Morrell, 1986). Terenzini, Pascarella, and Blimling (1996) found that co-curricular experiences positively shape a student's academic and cognitive learning, particularly when discussions or activities are academically or intellectually related. These experiences include socializing with others of different racial or ethnic groups, having an internship, spending a term abroad, and interacting with other students and faculty members (Terenzini et al., 1996). Other experiences include living on-campus and participating in living-learning communities (Pascarella & Terenzini, 2005). In particular, Blimling (1993) found that students who live on-campus participated in more extracurricular activities than those living off-campus. Also, the socialization or interpersonal interaction that on-campus living provides has been found to be a, "powerful source of influence on student learning" (Terenzini et al., 1996, p. 158) because of the, "potential for students to encounter new ideas and people different from themselves" (p. 158). Student Affairs professionals would need to recognize and understand these encounters, especially if these encounters are influenced by current policies, programs, and services (Terenzini et al., 1996). Additionally, Student Affairs needs to, "provide leadership in creating an environment that promotes participation and limits the risks of failure" (Morrell & Morrell, 1986, p. 78) in order to provide opportunities to enhance student learning through co-curricular activities.

2.4.2 Extracurricular activities.

Thompson, Clark, Walker, and Whyatt (2013) define extracurricular activities as "activities and events that students engage in, which are not part of their formal degree classification such as hobbies, social groups, sporting, cultural or religious activities and voluntary or paid work" (p. 2). As such, extracurricular activities differ from co-curricular

activities in that extracurricular does not necessarily have a meaningful connection with academic learning and content (Darling, Caldwell, & Smith, 2005). Extracurricular activities involve on-campus and off-campus activities such as playing sports, participating in organizations or clubs, and working at a paid job. Students that participate in on-campus extracurricular activities are frequently interacting with other students and faculty, gaining more friendships, and overall achieving a better undergraduate experience (Astin, 1984; d'Amico & Hawes, 2001). Overall, students that participate in extracurricular activities are likely to demonstrate more positive outcomes than their non-participating peers (Burnett, 2000; Darling et al., 2005), such as being socially integrated or having a sense of attachment to their school, and also relates to lower attrition rates. Thompson, Clark, Walker, and Whyatt's (2013) study found that students linked extra-curricular activities with four positive aspects of student life. First, enjoyment and social elements of extra-curricular activities were imperative in that a lack of fun often led to disengagement. Second, students used extra-curricular activities as a way to cope with stressful times. For some students, the social elements of these activities provide a support mechanism, but for others, these activities provide an escape. Third, students used extra-curricular activities as a way to contribute to society, especially if they were involved with clubs or societies. Lastly, extra-curricular activities offered specific experiences and skill development sought after by students. For instance, voluntary work that enhances a student's creativity as well as skills for future employment goals.

Astin (1984) suggests, "The greater the student's involvement in college, the greater will be the amount of student learning and personal development" (p. 529). Furthermore, students that are engaged in high quality involvement demonstrate an easier transition in university (Tieu & Pancer, 2009; Tieu et al., 2010; Tinto, 1993). Not only do students adjust better by getting

involved, students, "increased their self-esteem, increased their feelings of social support, and decreased their feelings of stress" (Tieu & Pancer, 2009, p. 58-59). Through extracurricular involvement, students are more likely to connect with other students, which has been shown to enhance success, personal development, and student retention (Tinto, 1993). Additionally, research has demonstrated that extracurricular activities help to develop a student's confidence, improve the quality of their interpersonal relationships, and provide an overall enjoyable experience in college (Hood, Riahinejad, & White, 1986; d'Amico & Hawes, 2001). According to Terenzini et al. (1996), activities which support interpersonal interactions, whether with peers or faculty, serve as an opportunity for students to encounter new ideas and people different from themselves, which is critical to overall student growth and development. Lastly, Tieu et al. (2010) found that student involvement in highly structured, out-of-class activities produces a high-quality experience in university, which guides the student towards an easier transition, and ultimately, success. Taken together, the benefits acquired through extracurricular activities may enhance a student's experience of university as well as their overall well-being.

2.4.3 Student volunteering.

Volunteering is a dominant and prevalent activity for many university students who desire some form of involvement on or off campus as part of their leisure. A volunteer is broadly defined as, "someone who freely chooses to give his or her time and effort for no monetary gain" (Henderson, 1984). According to Hustinx, Vanhove, Declercq, Hermans, and Lammertyn (2005), they found that the more popular volunteer activities included, "looking after first-year students, activities for a student club, …or being an occasional co-worker for the faculty student club" (p. 528) because these activities were short-term, flexible, and require little energy. On the other hand, volunteer activities such as being an editor for the student newspaper and holding a

position on a student governing board were considered more "serious" and attracted less students (Hustinx, et al., 2005). Students who are involved in sororities or fraternities, performing arts, student government, or religious organizations are more likely to volunteer than those who are not involved (Astin & Sax, 1998; Cruce & Moore, 2007; Sullivan, Ludden, & Singleton, Jr., 2013).

The reasons why students volunteer are diverse and have been widely researched in leisure, education, and the voluntary sector (e.g. Handy et al., 2010; Holdsworth, 2010; Qian & Yarnal, 2010). Handy et al. (2010) suggest that there are two main classes of volunteer motives. The first is altruism or values-based motives and the second is utilitarian motivations. Altruistic or values-based motives include helping others and supporting an important cause. Utilitarian motives include enhancing human capital, developing new skills, enhancing one's resumes, and making contacts useful for paid employment. Other research has suggested that a third category of social motives for volunteering can also be considered. These motives include volunteering because friends or colleagues do so and meeting the social pressures to volunteer (Cappellarri & Turati, 2004; Hustinx, et al., 2005). Research has shown that students are motivated to volunteer in order to enhance career prospects, promote a positive image of the university locally, and form connections with different networks that they encounter (Holdsworth, 2010). Moreover, students are interested in getting involved with community activities, experiencing challenging situations, as well as developing their sense of civic duty and responsibility (Holdsworth, 2010).

Motives to volunteer are frequently driven by the perceived benefits that may accrue from the activity. Henderson (1984) suggests that the benefits sought in volunteering are similar to benefits gained from all types of leisure, and may include learning, meeting with particular people or new people, feeling needed and enjoying the activity. From a serious leisure

perspective, volunteering has many benefits that are categorized into personal rewards and social rewards. These benefits include: personal enrichment, self-actualization, self-expression, self-image, self-gratification, recreation, financial return, social attraction, group accomplishment, and contribution to the maintenance and development of a group (Stebbins, 1996). In Qian and Yarnal's (2010) study of campus tour guides as volunteers, they found four types of benefits of student volunteering, which include: psychological, social, instrumental, and communal. Students revealed that psychological benefits were enhancing their sense of pride for the university and improving their confidence through the visitors' appreciation of the volunteer's efforts or positive feedback. Social benefits were having fun (during volunteer time and outside the organization), making friends, being more involved on campus in a broader context, and developing a sense of community. Additionally, instrumental benefits were improving speaking and social skills through offering information to visitors as well as using these skills to help with their future employment goals. Lastly, communal benefits refer to the student's contributions they made to the university and visitors on campus tours. For instance, the students felt that it was rewarding to build a good impression of the university. Astin and Sax (1998) found that there were positive effects of service on academic outcomes that they measured in their study on the effects of service participation on undergraduate students. These benefits closely align with many of the motivations previously discussed.

There may, however, be negative consequences that result from student volunteering. For example, some researchers state that involvement in social activities takes time and energy and deters a student from achieving academic success (Tieu et al., 2010; Hustinx et al., 2005). Typically volunteering is done through the willingness of a person; however, overall pressure to deliver a service or to follow high expectations of organizations may have stress related effects

on volunteers (Kinzel & Nanson, 2000). Further, when personal, interpersonal or organizational stress is present, cases of burnout are possible (Kinzel & Nanson, 2000).

Student success has been a common theme throughout the higher education literature (Astin, 1984; Kezar, 2003; Kuh et al., 2005; Swartz et al., 2006; Wolf-Wendel et al., 2009) and can be intricately linked with choices students make within their individual leisure experiences. Although students are primarily responsible for their own development through involvement and leisure choices, institutions play a key role in facilitating opportunities and experiences that promote engagement and overall success (Axelson & Flick, 2010; Hustinx, et al., 2005; Kuh et al., 2005; Wolf-Wendel et al., 2009). With the challenge of meeting the needs of diverse learners, or a new generation of students with particular characteristics (Lowery, 2004), Student Affairs professionals need to understand how to work with the diversity of students in order to enhance their overall university experience. Student Affairs are able to create opportunities for students to engage in volunteer activities, but in order to achieve this, Student Affairs needs to use collaborative ventures or networks of relationships with the campus community (Seifert, Arnold, Burrow & Brown, 2011), especially with other students. The recruitment and involvement of student volunteers is one meaningful way to provide opportunities for students while achieving the objectives of the Student Affairs office for the wider campus community. The collaboration between Student Affairs and students brings these two groups together to achieve their shared and independent purposes.

2.5 Student Affairs Models

Max Weber's Bureaucratic Model sets the foundation for organizational structure, and in particular, for Student Affairs (Manning, Kinzie, & Schuh, 2014; Sandeen & Barr, 2006). Weber's (1947) model highlights hierarchical power, authority, division of labour, standard

operating procedures, and roles of work. Others have suggested other organizational models within higher education such as the Rational Model, the Collegial Model, and the Political Model (Kuh, 1989; Sandeen & Barr, 2006), but the logic of the Bureaucratic Model, "provides a philosophy and organizational framework upon which Student Affairs work can be achieved" (Manning, Kinzie, & Schuh, 2014, p. 86). Although the Bureaucratic Model is evidently used in higher education, this model and other organizational models do not reflect or characterize every institution due to changing campus conditions (Sandeen & Barr, 2006; Sandeen, 2001).

Besides the general organizational models, Student Affairs also have models which guide their practice and their work with students. Manning, Kinzie, & Schuh (2014) outline six traditional models which were created through their analysis of the Student Affairs literature. Figure 2 below illustrates and summarizes the different traditional and innovative models within Student Affairs.

Figure 2. Student Affairs Traditional and Innovative Models

TRADITIONAL	INNOVATIVE
Out of Classroom-Centered	Student-Centered
Extra-curricular	Ethic of Care
Co-curricular	Student-Driven
	Student Agency
Administrative-Centered	
Functional Silos	Academic-Centered
Student Services	Academic-Student Affairs Collaboration
	Academic-Driven
Learning-Centered	
Competitive and Adversarial	
Seamless Learning	

Source: Manning, Kinzie, and Schuh (2014)

Manning et al. (2014) discuss five innovative models, which were created based upon the Student Affairs literature but mainly inspired from the DEEP research project. The DEEP research provided, "insight that the nature and mission of Student Affairs on these [studied]

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campuses was tailored to meet the student's needs, fit with the culture and mission of the campus, and focus on student learning" (p. 29). With this in mind, there are several pieces within these models that provide insight for the current study and will be discussed further.

2.5.1 Traditional Out-of-Classroom-Centred Established Models: Extra-curricular model

This model is based on the separation of Student Affairs and Academic Affairs, specifically in their, "missions, functions, and pedagogies" (Manning et al., 2014, p. 55). The assumption of the role of Student Affairs staff in this model is to be responsible for how services, programs, and environment are shaped to improve student engagement (Manning et al., 2014). Student leadership development is a major purpose of this model as leadership is taught through paraprofessional roles, retreats and workshops, and advisement through leadership roles in clubs and organizations (Manning et al., 2014). Breen's (1970) early surveys of campus leadership programs found that the successful programs: (a) involved students in the planning, (b) held weekend retreats, (c) planned for special groups of students and for a specific topic of skill, and (d) utilized group work and experience-based learning models (p. 17). Student Affairs staff have a large role in providing the framework for these leadership programs as well as initiating out-of-classroom activities for students.

The extra-curricular model emphasizes leadership development as well as community building. The result of this model's practices has created numerous volunteer and paid student leader opportunities (Manning et al., 2014). This leads to students gaining, "leadership skills, knowledge, and experience taught in out-of-classroom circumstances" (Manning et al., 2014, p. 71).

2.5.2 Traditional Administrative-Centred Established Models: Functional Silos Model

The administrative-centred models rely on administrative and organizational theories as a guide towards practice. One model under this umbrella term is the functional silos model where Student Affairs staff operate independently yet serve one function. According to Manning et al. (2014), the characteristics of this model include:

(1) allegiance to the specific functional area literature in lieu of the broad-spectrum Student Affairs literature;

(2) autonomy by function and often by space and resources;

(3) decentralization of supervision, professional development, and, oftentimes goals;

(4) philosophical assumption that students require different programs, services, and environments that are best offered by distinct and separate offices; and

(5) organizational assumption that services, programs, and policies can be well or adequately delivered without or with minimal division-level coordination (p. 90).

The results of the DEEP project revealed that the functional silos model was minimally used because there was consistency between the services, programs, and functions at the institutions (Manning et al., 2014). Therefore, the collaborative efforts at these institutions did not allow for the silos to develop or emerge (Manning et al., 2014).

The strengths of this model are based on the staff's expertise in their fields, thus, students receive a high level of professionalism and current industry practices. Additionally, roles and tasks within the organization are clear, which adheres to the bureaucratic nature of functional silos. This model also has a weakness in that it mainly considers the administration side rather than focusing on student needs.

2.5.3 Innovative Student Centred Models: Ethic of Care, Student-Driven Models

  This section highlights the Ethic of Care and Student-Drive models, which are two innovative ways of enhancing student engagement. Both proposed models have evidence, from the DEEP project, of increased student engagement and success (Manning et al., 2014). First, the Ethic of Care model places students' needs at the center of their development of programs and service delivery. The institutions within the DEEP project revealed that they, "provide the resources and skill development opportunities students need to improve their performance and meet achievement standards" (Manning et al., 2014, p. 135). This is done with a proactive intent rather than a reactive approach of helping students. One of the strengths in this model is that the Student Affairs staff are providing and devoting their time to the students, and creating a culture in which all members of the community are valued (Manning et al., 2014). Within this culture, if successfully developed, these staff members can be known as caring professionals, which in turn builds trust with the community. In this model, community building evolves when students have their needs met and begin to, "form healthy relationships, engage in constructive risk taking, and pursue developmental tasks that lead to engagement and involvement" (Manning et al., 2014, p. 137). The weaknesses with this model are that it is highly time consuming as well as it forms a fine line of treating students with too much care, resulting in an overly protective approach. Student populations grow and change every year, however, "budget constraints, increased psychological and emotion needs of students, and the sheer volume of Student Affairs work grow each year, the labour intensive nature of this model might not be possible on many campuses" (Manning et al., 2014, p. 137).

  The second innovative model is the Student-Driven model, which has three assumptions including: having, "trust in student's ability to manage college functions, an understanding of the

potential of the college environment to teach student leadership, and the belief in empowered students" (Manning et al., 2014, p. 137). This model focuses on student leadership and valuing them as essential members of the campus community. According to this model, students' involvement on campus is extensive, and leads to Student Affairs to invest time to be involved with these students rather than mere support. This investment takes the pressure off of hiring full-time staff but also creates opportunities for students to engage in designing and planning of activities, managing and delivering programs, and serving and leading committees (Manning et al., 2014). Through these meaningful experiences, students become invested in their own campus communities where they "take the initiative and responsibility to positively contribute to campus and community life as well as assume greater responsibility for the quality of the undergraduate program" (Manning et al., 2014, p. 140). In this model, Student Affairs units instill the trust and confidence in these student leaders, and lessen the control over creating and managing these programs.

The Student Driven Model also incorporates Astin's (1984) involvement theory, Kuh's (2005) student engagement theory, and Schlossberg's (1989) theory of mattering. Through involvement, students have meaningful interactions with their peers, faculty and staff on campus. Their energy that they spend in their activities should affect their learning and development in that the more energy they spend, the more they experience from interacting with their peers, faculty and staff. Pascarella and Terenzini (2005) found that students who work on campus are more likely to persist, or continue to pursue their studies. By intentionally developing campus opportunities, this would increase the number of jobs for students as well as increase the chances of students persisting through their studies; therefore, this could be used as a strategy to increase student engagement. Schlossberg's (1989) mattering theory offers a perspective on the

importance of appreciation. In the context of Student Affairs, the more students feel that their efforts in work or volunteer positions are needed and appreciated by faculty and Student Affairs staff, the more they feel like they matter to the organization. More specifically, mattering occurs when the students feel they have a sense of responsibility and their perspectives are valued (Manning et al., 2014). The strengths of this model are that it enhances student learning outside the classroom, increases the quality of student life, and values student leaders and their contributions (Manning et al., 2014). One of the weaknesses of this model is that, because of the realities of institutions today, students might find it difficult to get involved to the significant extent that this model calls for. This model might also employ students as paraprofessionals, which brings challenges such as an increase of full-time staff responsibilities (e.g., training and supervising students), losing students during training processes, and students experiencing imbalance between their academics and work pressures (Benedict, Casper, Larson, Littlepage, & Panke, 2000).

2.6 Organizational Approaches and Leadership

The following sections will discuss the centralized and decentralized approaches that reflect different organizational structures and the resulting decision-making processes used within each approach. In addition, leadership styles and behaviours within an organization will be discussed.

2.6.1 Centralized and decentralized approaches in organizations.

All organizations need a structure of how and who makes decisions. Organizational structure is defined as, "how individuals, groups, and systems organize their time, energy, and resources to accomplish goals" (Kuk, 2009). Two different ways of accomplishing this are: a centralized approach and a decentralized approach. Both of these approaches will be defined in

the following section, and examples will be used to depict how Student Affairs may use both of these approaches.

Centralization refers to the, "level of hierarchy with authority to make decisions" (Daft, 2007, p. 591) whereas within a decentralization structure, "decision making and communication are spread out across the company" (Daft, p.592). Slack and Parent (2006) summarized Brooke's (1984) characteristics of centralized and decentralized structures. Table 1 below illustrates these characteristics and the differences between centralized and decentralized structures.

Table 1. Characteristics of Centralized and Decentralized Structures

Centralized	Decentralized
• Decisions made at the top of the organization • Limited participation by lower level staff in decision making • Lower level staff have restricted choice of decision making alternatives • Top down decision making • Senior managers control • Autocratic structure	• Decisions made at the lower levels of the organization • Lower level staff actively participate in decision making • Lower level staff given choices when making decisions • Participative decision making • Senior managers coordinate • Democratic structure

Source: Slack & Parent (2006); Adapted from Brooke (1984)

The power influences and distribution from the higher levels of the hierarchy differentiates centralization from decentralization. There are advantages of having centralized structures such as top-level managers having the most experience to make decisions. Moreover, they would be able to make these decisions with a broader perspective and in the best interest of the organization (Slack & Parent, 2006). Another reason that organizations would want to be centralized is to achieve conformity and coordination (Carlisle, 1974). In other words, decisions are easier to make if multiple units are combined or activities are coordinated in one place. Lastly, centralization needs to be carried out with strong leadership in the organization because of the power influence that higher-level managers hold.

The advantage of a decentralized structure is that power is distributed and more people share the responsibility of making the decisions, therefore allowing quicker decisions by not passing information upwards in a hierarchy. This would allow senior managers to discuss broader-level policy issues that may affect the organization later on, while lower level staff are able to quickly address issues that arise in their daily operations (Slack & Parent, 2006). The workload and decision-making processes are distributed amongst staff members, which leads to involving them more in their work (Carlisle, 1974). This can motivate them in their work as well as improve communication among the hierarchical levels in the organization, which ultimately would lead to generating a stronger commitment to the organization (Slack & Parent, 2006).

2.6.1.1 Decision-making in student affairs.

Student Affairs literature has included organizational structure, theories, and decision-making approaches in order to demonstrate the influence that these attributes have on student engagement and related processes. The institutional and student needs are constantly changing for every campus. Researchers emphasized that a single approach cannot structure institutions or Student Affairs divisions (Sandeen & Barr, 2006; Manning, Kinzie, & Schuh, 2014; Kuk, 2009). Instead, these groups should "adapt to change and ensure that resources are efficiently allocated in the interests of students and the institution's mission" (Kuk, 2009, p. 331). In addition, it was found that administrative structures were not related to success as much as Student Affairs leaders demonstrating "strong leadership skills, developing positive relationships with constituent groups, and persistence" (Sandeen & Barr, 2006, p. 41).

Carlisle (1974) outlined 13 variables, which determines an organization's need for a centralized or a decentralized structure. Of these variables, I have selected ten that were most

applicable to this study's context and explained them below, in relation to Student Affairs

organizations:

1. *The purpose and goals of the organization.* When organizations are committed to open, democratic relationships, they will be required to maintain a power-sharing structure based on decentralization. In a higher education context, decentralization may be required when Student Affairs collaborate with all faculties on campus to ensure faculties are represented when making decisions as a collective.

2. *The knowledge and experience of top level managers.* The more knowledge that higher-level managers have, this will lead the organization towards centralization.

3. *The skill, knowledge, and attitudes of subordinates.* If lower-level employees have specialized skills and knowledge, and are committed to the goals of the organization, decision-making is likely to decentralize. For student affairs, this may be employing students as paraprofessionals and giving them decision-making power to create, build, and lead their programs.

4. *The size of the organizational structure.* A large organization makes it hard for one executive member to make all major decisions, therefore, delegation of the authority would keep the organization moving forward in operations.

5. *The time frame of decisions.* Decisions that need to be made quickly are usually decentralized.

6. *The significance of the decision.* Decisions that are more strategically important are more likely to be centralized. Student Affairs staff may decide to be centralized because of the high impact their decisions may have on the students. With greater consequences for the organization, decision-making should be placed on the individual(s) in charge.

7. *Requirement for subordinates to accept and be motivated by the decisions.* "Involving subordinates in the decision making has been shown to increase their acceptance of that decision" (Slack & Parent, 2006). If these subordinates, or paraprofessionals in Student Affairs for example, are the people implementing the decisions, there is a greater need to be decentralized.

8. *Status of the organization's planning and control systems.* If decision making is more structured because of existing procedures, or if clear goals and objectives exist, higher level managers may be more willing to delegate the authority to others because the managers can predict with more certainty how the decisions are going to be made. For instance, Student Affairs staff may have the goals of the organization outlined for student leaders. The student's responsibility would be to meet these goals within the programs they create, plan, and implement.

9. *The conformity and coordination required in the tasks of the organization.* If the many activities of the organization require precise integration, it is easier to do this from one central point. However, tasks that are more independent can lead to decentralization.

10. *External factors.* If an organization deals with several external organizations, it is best to centralize the point of contact for each organization.

As mentioned above, centralization within Student Affairs may be advantageous in certain aspects, such as determining the goals and mission of the Student Affairs units, integrating multiple activities towards one central point, and strategically important decisions that may have larger impacts and consequences on the organization. The specialization of skills and knowledge of Student Affairs staff may lead to decentralized approaches as their expertise may be reflected in the programs of their particular Student Affairs unit (Sandeen & Barr, 2006). There are also higher education institutions that provide both centralized and decentralized functions on campus. For instance, Admissions, Financial Aid and Health Services are campus wide and centralized, whereas academic advising is decentralized into the various faculties (Sandeen & Barr, 2006). Decentralized functions can also provide opportunities for collaboration between Student Affairs staff with faculty and academic leaders (Sandeen & Barr, 2006).

Student Affairs organizations should work with a structure that works best with the institutional mission, and most importantly, towards serving students' needs effectively. One way of doing this is involving students in the decision-making processes. According to Sandeen (2001), this involvement is a, "positive educational experience for the students and frequently produces new ideas and valuable insights" (p. 196). Student Affairs staff should also be aware of the consistency and integrity in communicating messages to students. Not only should communication be transparent, staff members who have autonomy over the decisions they make should consider the stakeholders and the impact on them upon the result of decisions. Sandeen

(2001) states that Student Affairs staff who grants authority to student groups, but then, "ignores or regularly overturns their decisions, negative relations and distrust will quickly result" (p. 196). Therefore, Student Affairs organizations must be able to consistently respond to students and other campus members.

2.6.2 Leadership and student affairs organizations.

For several decades, leadership has been recognized as important to an organization because of its connection to organizational effectiveness (Bowers & Seashore, 1966; Slack & Parent, 2006). Student Affairs professionals are leaders in making change and achieving the goals of their institutions. To fulfill this purpose, leadership within Student Affairs can be shared on a broader organizational level. According to Roberts (2001), shared leadership in Student Affairs is demonstrated through the five following ways:

1. *Individual journey and discovery of what is valued*. Student Affairs practitioners are expected to cultivate critical thinking and reflection capabilities that prevent mishaps, but instead, forge new and exciting possibilities.

2. *Leadership of colleagues*. Everyone involved contributes to providing feedback, suggesting changes, or questioning practices.

3. *Leadership of those supervised*. Leadership, not management, is required in supervisory relationships. Although still required at some level, management is a less important concern than is leadership. Leadership of those supervised takes on the function of facilitating, encouraging resourcefulness, problem posing and solving, and empowering responsibility. Rather than managers solving the majority of the problems, individuals involved should be addressing them.

4. *Leadership with and through academic colleagues.* In Student Affairs work, staff

members are educators in a somewhat unconventional and innovative sense through

engaging student learning, experiential application of theory, advising, and mentoring.

5. *Institutional leadership by focusing on students' learning.* Considering Student Affairs

work is grounded in seeing the dynamics of student's learning styles which academic

colleagues might not be able to look closely at, Student Affairs staff are able to advocate

for student learning to be at the forefront of higher education.

Aside from shared leadership, these Student Affairs practitioners are assumed and expected to be

expert leaders in their fields (Roberts, 2001) as well as leaders working alongside students.

Leadership styles and behaviours are important to discuss because of the fact that these

staff members become role models to students. Staff in a supervisory role should be aware of

which leadership style to use and when to use it to increase the effectiveness of their employees

(Slack & Parent, 2006; House, 1971). House (1971) first developed the path goal theory to

explain workplace leadership. This theory stems from goal-setting and expectancy theories, both

related to work motivation. House's (1971) path goal theory suggests that effective leaders are

those who help their subordinates achieve their goals. To do this, leaders engage in behaviours to

help their subordinates' goals, such as providing information or resources necessary to achieve

these goals. Leaders can also remove workplace-related obstacles that might be preventing their

subordinates' goal achievement. House (1971) suggested there are four different kinds of

leadership styles that emerge from the path goal theory, including: directive or instrumental,

supportive, participative, and achievement oriented. Table 2 on the following page summarizes

these leadership styles and when they are predicted to be most effective.

Table 2. Leadership Styles Developed From Path Goal Theory

Type of Leadership Style	Definition	When Leadership is (and isn't) Effective
Directive	Leader behavior directed toward providing psychological structure for subordinate. Leaders place an emphasis on letting their subordinates know what is expected of them, giving clear guidelines, and making sure they know the rules and procedures to get the work done.	Effective when subordinates are unsure what tasks they have to do or when there is a lot of uncertainty within their working environment.
Supportive	Leader behavior directed toward the satisfaction of subordinates needs and preferences, such as displaying concern for subordinates' welfare and creating a friendly and psychologically supportive work environment.	Effective when the nature of the work is stressful, boring, or dangerous, supportive leaders could increase their subordinates' satisfaction and reduce the negative aspects of the situation. This leadership would not be effective when subordinates are already satisfied and enjoy their work.
Participative	Leader behavior directed toward encouragement of subordinate influence on decision making and work unit operations: consulting with subordinates and taking their opinions and suggests into account when making decisions.	Effective when subordinates have a high need to control their environment, or when there are unstructured situations. This leadership wouldn't be as effective with subordinates who want direction.
Achievement Oriented	Leader behavior directed toward encouraging performance excellence: setting challenging goals, seeking improvement, and emphasizing excellence in performance.	Effective when the work is complex and the environment is uncertain

Source: House (1971), House (1996)

Overall, these leaders, regardless of which style they employ, must recognize the needs of those they manage, satisfy these needs, reward subordinates for achieving their goals, and help subordinates reach their goals by reducing barriers or providing resources. Depending on these needs, the leadership style should reflect the best way to address the achievement of the outcomes.

2.7 Collaboration

The term collaboration as defined by Gray (1989) has been widely used to represent "a process through which parties who see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible" (p.5). Wood and Gray (1991) revised Gray's (1989) definition of collaboration to, "when a group of autonomous stakeholders of a problem domain engage in an interactive process, using shared rules, norms, and structures, to act or decide on issues related to that domain" (p. 146). Similarly, Roberts and Bradley (1991) define collaboration as, "a temporary organizational form in which two or more social actors work together towards a singular common end that requires transmutation of materials, ideas, and/or social relations to achieve that end" (p. 223). These definitions collectively highlight a process where two groups come together, share a common goal, and create a culture to facilitate some action towards meeting this goal.

Collaboration is becoming more prominent as an organizational practice because of the increasing pressure to solve complex issues. By working together, "individual entities can pool scarce resources and duplication of services can be minimized in order to achieve a vision that would not otherwise be possible to obtain as separate actors working independently" (Gajda, 2004, p. 67). Additionally, collaboration may be expressed through many different forms including partnerships, alliances, associations, groups, and networks. While each form has unique attributes, in general, these practices draw individuals and organizations or units together for some agreed upon purpose. For the purpose of this paper, the terms "partnership" and "collaboration" will be used as generic representations of a purposeful interaction between

groups of individuals with specific roles working together to achieve collective and independent goals.

Collaboration within organizations is particularly useful for creating change, especially in higher education (Kezar, 2001b; Kezar, 2003). Collaboration is typically a process which takes time, energy, and commitment (Schroeder, 1999). Partnerships represent one specific form of collaboration where "partners trust each other, and differences of opinion are negotiated within the context of respect, comfort and honesty" (Schroeder, p. 7). The notion of sharing is important in developing and sustaining effective partnerships. Schroeder (1999) suggests that partners share, "work, planning, goal setting, decision making, and problem solving, as well as vision, philosophy, values, and ideas" (p. 8). There are other attributes related to succeeding in partnerships including, "cooperation, assertiveness, responsibility, communication, autonomy, and coordination" (p. 8).

Working in partnerships within an organization not only brings change, but other benefits as well. Broadly speaking, organizations work together to, "address problems through joint effort, resources, and decision making and share ownership of the final product or service" (Guo & Acar, 2005, p. 342-343). This signifies that not only do partners need to come together for a shared purpose, but they also each benefit from the contribution. In the higher education literature related to student success, collaboration is a particularly important endeavor as it has been associated with, "improved learning environments, retention, enhanced institutional communication, culture of trust, better campus relationships, and increased attention to the work of Student Affairs" (Kezar, 2001a, p. 49). Sandeen (2000) suggests that Student Affairs professionals can prove to be of value to their institutions through the understanding of how to build and sustain campus relationships. Once these relationships have been established, five main

outcomes are expected to surface, including: improved understanding and support, sense of community, problem solving, quality of programs and education for students.

2.7.1 Collaborative Value Framework.

The Collaborative Value Framework assesses the value of a given collaboration for the partners involved. The framework uses four stages to assess collaborative value: defining value, creating value, balancing value, and renewing value. Austin's (2000) framework was initially developed within the context of collaborations between nonprofit organizations and business corporations, however, the premise of collaborative value through four main stages is transferable across many different forms of collaborations and organizational types (e.g. Bandini & Anzivino, 2013; Kolk & Lenfant, 2012; Nielsen & Sort, 2013). The following sections will outline the central ideas within each of the four stages of Austin's framework.

2.7.1.2 Defining value.

In the first stage, each party involved should define the particular value of a potential collaboration independently. Austin (2000) suggests that there are three steps within this stage to examine this value. These steps include setting expectations, quantifying benefits, and recognizing costs. Within collaboration, mutual goals should be clear and reflect the larger purpose of how collaboration might benefit both parties. When the value of collaboration is clearly defined, the alliance will work more effectively to produce the intended outcomes. During the process of defining value, both parties share ownership, and are highly invested and involved.

In addition to setting expectations, the "more specifically and quantitatively managers can articulate the expected benefits to partners and to society, the greater guidance the

collaboration will have" (Austin, 2000, p. 90). In other words, the expected benefits must appeal to both partners in order to prepare for the anticipated needs when sustaining the partnership. Each partner must benefit from the partnership in order for the relationship to be sustainable. Lastly, visibility and reputation may be more important for some partners than others. For example, one nonprofit organization felt that, "reputation is closely tied to visibility. Your reputation is enhanced not just by the good work you do but by the recognition you get for doing it" (Austin, 2000, p. 92). For example, in the Student Affairs literature, Cox and Strange (2010) state that Student Affairs professionals should be present at student meetings, respond quickly to email and share information, and encourage colleagues to participate in events and student planning processes. These actions show student organizations that Student Affairs is making an effort to understand student groups and to respond to student needs. The benefits in this example is that Student Affairs is able to gather information in how to develop ways to help students, but students benefit in that their voices are heard by having Student Affairs staff present at meetings and events. As previously mentioned, Student Affairs is recognizing that not only are students recipients of services, they are also critical partners in creating change on campus.

The last step of defining value is recognizing costs. Costs can include a shift in the mission, vision, or goals that the partnership is aiming to help achieve. A lack of resources can also be a cost, such as bringing in extra staff for an event, or a project that is taking too much time. Costs may entail risk, thus, each partner entering an alliance may have a natural and important concern or fear of being exploited (Austin, 2000). Both parties must recognize that they are assuming some risk through the collaboration, and discuss the various benefits and cost of involvement throughout the duration of the partnership. Each partner needs to, "weigh these benefits against the costs and risks of collaborating to determine the advisability of proceeding"

(Austin, 2000, p. 90). In other words, is this partnership worth pursuing if costs and risks exceed the benefits?

2.7.1.2 Creating value.

The second stage of the Collaborative Value Framework focuses on creating value for both parties through collaboration. Partnerships are, "strengthened when partners think continually about value creation, when they scrutinize each organization's resources and capabilities to see how they can be made to generate value" (Austin, 2000, p. 98). In ideal relationships, partners should seek to combine their resources to create benefits. The value of collaboration here would increase because it produces benefits for both parties not otherwise attainable (Austin, 2000). Creating value involves three types of resource mobilization: (1) source and magnitude, (2) multiparty collaboration, and (3) social benefits.

The magnitude of value created increases as the collaboration moves from generic resource transfer to core competencies exchange to joint value creation. Generic resources transfer is when, "each organization provides to the other benefits that derive from resources common to many similar organizations" (Austin, 2000, p 98). In a core competencies exchange, "each institution's distinctive capabilities are used to generate the benefits to the partner and the collaboration" (Austin, 2000, p. 99). To generate more value for each other, partners are willing to learn about one another's organizations (Austin, 2000). Through this learning, each partner may contribute distinctive resources, more or less nonreplicable benefits, or start to expect benefit exchanges to be mutual (Austin, 2000). Lastly, the source of value creation must also be considered as, "joint products or services are derived from the combination of the organizations' competencies and resources" (Austin, 2000, p. 99). When two groups combine their own competencies and resources, it signifies a contribution and investment into the partnership, which

ultimately aims to meet their common goal. Some examples of these competencies and resources can be an organization's reputation, the channels through which they communicate and distribute their services, employee or volunteers' knowledge, or physical resources such as facilities and venues. For instance, "image enhancement, brand building, employee recruiting assistance, and work enrichment" (Austin, 2000, p. 106) are some benefits that partners receive within a partnership when particular competencies (e.g., management or marketing skills) and resources (e.g., financial or in-kind donations) are combined to create value. At times, partnerships can create new value in organizations. For example, with the common goal of helping students succeed in university, Student Affairs and the library at UCLA collaborated to hold workshops and tutorials as well as shared information during orientation week in order to provide academic integrity education (Swartz et al., 2006).

The second characteristic in creating value is being involved a multiparty collaboration to capture a greater potential of mobilizing resources. When more partners are involved in collaboration, there is, "a greater opportunity for synergistic activity" (Austin, 2000, p. 107). Realizing each other's resources can be complementary and create better ways of utilizing assets. In addition to partnering with multiple groups, alliances that work together effectively can create social benefits as well. Alliances generate benefits by being in a partnership as, "their social missions can be accomplished more effectively" (Austin, 2000, p. 111). Not only is the number of partners critical to value creation, but the source of value created can also be determined by the focus of each partner's mandate. For example, through being involved with community service, people are encouraged to continue their involvement in these socially minded activities, which ultimately enhances personal enrichment and development over time (Austin, 2000).

According to Austin (2000), "Social purpose partnerships can also serve as motivating and informative models for others to follow" (p. 112).

2.7.1.3 Balancing value.

The third stage in the Collaborative Value Framework is the balancing of value between partners. After defining and creating value, partners must keep a two-way balance in the value of a given collaboration, especially when one partner wants to move towards advancing goals and projects. An imbalance, where one partner feels there is more value to the collaboration than another, can erode the motivation to invest in the relationship (Austin, 2000). Conditions of a partnership may change, causing an imbalance, thus, partners need to consistently evaluate the value exchange together to ensure that the benefits are equal and mutual (Austin, 2000).

2.7.1.4 Renewing value.

The final dimension of the Collaborative Value Framework is value renewal. Over time, the value of collaboration can erode (Austin, 2000). External factors such as new competitors can contribute to and influence a partner's needs and priorities. On the other hand, successful collaborations can reach a plateau and feel satisfied enough to keep things the way they are. The danger is that when this occurs, organizations refrain from searching for new value opportunities within the collaboration (Austin, 2000). In either case, partners will need to decide to either seek new activities or resources to exchange that might renew the relationship's value (Austin, 2000). One way of renewing value is to innovate, or at least maintain the creative capacity to do so. If innovation is neglected, displacement or irrelevance in the marketplace will likely happen, as it is similar to the commercial marketplace (Austin, 2000). Leaving a collaboration can be due to value depreciation, or changing needs and priorities. It is suggested that the separation of a

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partnership should be supported and analyzed so that partners know the characteristics of how

the collaboration was created. This is important because institutional assets are developed

through contribution of resources and time (Austin, 2000). A phase-out period is more desirable

than an abrupt termination, which may also play into the exiting partner's reputation towards

other potential partners in the future (Austin, 2000).

2.7.2 Collaborative value in higher education.

As mentioned briefly before, Student Affairs professionals, "know their successes rarely

come from acting alone" (Sandeen, 2000, p. 382). These leaders would not be as successful if

they isolated themselves and thought that they can implement programs without involving others

(Sandeen, 2000). Thus, close collaboration and planning with key people on campus, especially

with students (Claar & Cuyjet, 2000), can push projects to thrive.

As a department, Student Affairs has the challenge of understanding new generations of

students as these students enroll each year. Currently, the "Millennials" (students born between

early 1980s and early 2000s) are projected to transform campuses (Lowery, 2001), which leave

Student Affairs needing to arm themselves with a greater understanding of the unique

characteristics of this generation (Lowery, 2004). In order to be prepared to help these

Millennials achieve positive student experience, Student Affairs needs to create value with

students to engage them outside the classroom. One way to involve these students is to offer

volunteer opportunities that enable students to hold meaningful roles in serving the wider

campus.

As the definition of collaboration suggests, two groups come together to pool resources to

achieve a common goal. Collaborating with students to implement a project involves setting

expectations and recognizing benefits and costs. In the beginning of collaboration, this may be

through defining the roles of Student Affairs and the volunteers with clear communication. The benefits of volunteering, may stem from the student's motivation (Qian & Yarnal, 2010), or be realized after the experience is over. From a Student Affairs perspective, student volunteers may be a resource to build stronger networks and give Student Affairs greater knowledge on student culture (Sandeen, 2000). In terms of costs, students have preferred short-term volunteer opportunities due to other time commitments (Tieu et al., 2010; Hustinx et al., 2005). Thus, as part of creating value between students and Student Affairs, they must each communicate their strengths, motives, and availability in the partnership. When Student Affairs master knowing what kind of volunteer comes into the collaboration process, understand the student's strength in contribution, and communicate optimally, there is a high potential of creating more value with students. Austin's (2000) Collaborative Value Framework is therefore a useful tool for understanding this particular partnership.

Chapter 3: Research Design and Process

To help expand the knowledge of collaboration between student volunteers and Student Affairs professionals, a qualitative approach will be used to understand the importance and meaning of collaboration for Student Affairs professionals and student volunteers. By exploring the deeper meaning of this collaboration, there is potential to enhance the student volunteer experience and assist Student Affairs in understanding how to ensure this relationship remains productive and meaningful.

3.1 Methodology

3.1.1 Case study.

A case study is used as a design frame for the study. Simons (2009) defines a case study as, "an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a "real life" context" (p. 21). Within these 'real-life' situations, case study, "results in a rich and holistic account of a phenomenon" (Merriam, 1991, p. 32). This may result in an important contribution to practice and knowledge advancement in appropriate fields and contexts such as higher education. In addition, case studies may inform policy development or community action (Simons, 2009). Case study research does not seek to produce findings that are generally or universally representative (Veal, 2011), but can effect and perhaps improve practice (Merriam, 1991).

In a qualitative case study, the main objective is to understand the meaning of a particular experience within, "bounded phenomena and systems" (Cohen, Manion, & Morrison, 2007, p. 85) such as groups, organizations, and communities. Bryman, Teevan, & Bell (2009) suggest that with a case study, "the case is an object of interest in its own right and the researcher aims to provide an in-depth elucidation of it" (p. 38). Stake (2005) refers to this as an intrinsic case study

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and differentiates it from an instrumental case study in which the case is, "examined mainly to provide insight into an issue" (p. 445). The case itself is secondary and supports the phenomenon that is actually being studied (Stake, 2005). Thomas (2011) explains that the inquiry in an instrumental case study serves a specific purpose whereas the inquiry in an intrinsic study is for the purpose of inquiring. The present study falls within Stake's (2005) conceptualization of an instrumental case study in order to provide insight into collaboration in student affairs.

Case studies have been used in various leisure contexts (e.g. Culp, 1998; Haktanir & Harris, 2005; Mannell & Zuzanek, 1991; Misener & Doherty, 2009; Turley, 2001), using both quantitative (e.g. Mannell & Zuzanek, 1991) and qualitative methods (e.g. Culp, 1998). For instance, case studies have been used to explore constraints to leisure involvement (Mannell & Zuzanek, 1991), examine hotel practices (Haktanir & Harris, 2005), understand the marketing of zoos to children (Turley, 2001), and understand organizational capacity in sport and recreation (Misener & Doherty, 2009). Case study research provides a unique way of understanding leisure experiences because it can, "accommodate a variety of research designs, data collection techniques, epistemological orientations and disciplinary perspectives" (Corcoran, Walker, & Wals, 2004, p. 10). Case studies are able to answer questions of 'how' and 'why' as well as study individuals and the interactions they have with others. More specifically, case study research is a study of practice (Corcoran et al., 2004). In other words, case study research contributes to the existing theories, and builds upon those theories to bring change (Corcoran et al., 2004). Thus, the insight gathered through case study research may offer an important opportunity to improve leisure experiences and organizational practices.

According to Simons (2009), one strength of a qualitative case study is that it, "enables the experience and complexity of programs and policies to be studied in depth and interpreted in

the precise socio-political contexts in which programs and policies are enacted" (p. 23). In other words, the researcher is able to view the case with a magnifying lens to understand and experience what is really going on, while considering the context surrounding the particular organizations or individuals involved. Second, a case study is able to bring together multiple perspectives and explore the deeper meaning behind those viewpoints. A case may identify the key people involved as well as the impact of their actions, specifically how and why particular actions occur (Simons, 2009). Third, by breaking down events or processes as told by the participants, information and experiences shared in these interviews can be significant in terms of analyzing patterns and creating links to better understand the case. Lastly, Simons (2009) notes that participants can be highly engaged in the research process in case studies and therefore, the researcher and the participant can co-construct perceived realities and work together to understand how theoretical concepts are practiced.

There are also several challenges with doing case study research. First, case studies are time and resource-intensive and require significant investment from both the researcher and the participants in order to uncover deeper meaning and interaction. Second, case studies offer rich pictures of various insights to a concept; however, these pictures cannot be generalized (Bryman, Teevan, & Bell, 2009; Thomas, 2011). Depending on the particular philosophy of the researcher, this may (or may not) be viewed as a challenge to be overcome. Similarly, given the in-depth nature of case study research, the risk of researcher bias can be present (Smith, 2010). Being cognizant and open regarding positionality as a researcher provides important context and may alleviate concerns of 'bias' as Thomas (2011) argues that a "case study's validation comes from the connections and insights it offers between another's experience and [the researcher]" (p. 215).

3.1.2 One-on-one interviews.

One method of data collection for this case study was semi-structured interviews. Interviews allow for the researcher to understand a topic through exploring multiple participant experiences (Charmaz, 2006). These conversations elicit individual viewpoints and allow a participant to express their perspectives openly through conversation with the researcher. For semi-structured interviews, a list of questions or topics to be explored is used as a guide. Merriam (1991) suggests that the researcher should interact and respond to the participants' view by following up on the emerging idea or topic. This can encourage unexpected statements and stories to surface (Charmaz, 2006). Cohen, Manion, and Morrison (2007) state that the semi-structured guide, "sets the agenda but does not presuppose the nature of the response" (p. 321). Semi-structured interviews, like unstructured interviews, are open ended, however, set topics and purposeful conversations guide the research whereas unstructured interviews use a single topic or question to illuminate the participant's experience. In semi-structured interviews, new avenues could be expanded or explored using prompts and probes. Prompts are used to clarify topics, while probes allow the researcher to ask participants to elaborate or provide detail on their responses. This may bring another level of depth to the responses as well as comprehensiveness (Cohen, Manion, and Morrison, 2007). While some structure exists, and can facilitate continuity of topics between participants, this method does not exclude researcher reflexivity and active listening. Probing and evoking new lines of questioning in response to participant stories remains important as well as the ability of the researcher to create a non-judgmental environment for discussion.

3.1.3 Participant observation.

Participant observation provides, "a firsthand account of the situation under study and allows for a holistic interpretation of the phenomenon being investigated" (Merriam, 1991, p. 102). This data is collected in its natural settings while it occurs. There are several variations of how a researcher can be involved during participant observation. Patton (2015) outlines ten dimensions of field work and the variations along a continua, including: (1) role of the observer; (2) insider versus outsider perspective; (3) number of inquirers; (4) degree of collaboration with those being studied; (5) degree of disclosure of the observer's role to others; (6) duration of observations and fieldwork; (7) location of observational inquiry; (8) focus of observations; (9) degree of emergence in the field; and (10) degree of topical sensitivity/controversy.

Observations allow the researcher to describe the social environment, processes, and relationships within interactive settings such as team meetings. Additionally, the observer may, "notice things that have become routine to the participants themselves, things which may lead to understanding the context" (Merriam, 1991, p. 88). For this study, Merriam (1991) summarized a list of elements, which guided my participant observation. This list included describing the physical environment, the participants and their roles, activities and interactions, the frequency and duration of the situation, and subtle factors (e.g. informal or unplanned activities). The details of these elements are described in Appendix A.

3.2 Research Setting

To address both goals outlined on p. 5-6, this study took place on the University of Waterloo campus in Waterloo, Ontario. Specifically, it focuses on a large partnership between the University undergraduate student government, Student Success Office, and six faculties. This partnership forms to run seven days of academic and non-academic activities for first year

students, known as Orientation Week. The staff from this partnership, the Orientation Advisors (OA), and students who form the Federation Orientation Committee (FOC), collaborate to plan and implement Orientation Week.

Orientation Week is a large-scale event involving campus communities, staff and faculty, over 1,200 student volunteers, and approximately 8,200 first year students (Daily Bulletin, 2014). One of the missions of Orientation is to provide an, "opportunity for new students to experience a balanced introduction to the academic, social and community aspects of university life with the guidance and support of upper-year students" (Orientation, 2014). Orientation also aims to, "foster pride and connection to the University of Waterloo" (Orientation, 2014). Communication, acceptance, balance and moderation, collaboration, accountability, and respect are the principles, which shape Orientation as a program within the broader university organization. These principles, "guide program development as well as interactions between all members of [the University] community" (Orientation, 2014).

3.2.1 Transition.

The Orientation hierarchy transitioned from a partnership between the Federation of Students (undergraduate student government) and the Student Life Office (no longer existing) to the Federation of Students, Student Success Office (newly created), and the six faculties. During this transition in 2012, the Orientation Advisor position was created and specific responsibilities will be outlined below. This particular role was created based on the large responsibility and heavy workload upon a few staff members. The impact of this significant change plays a role in the relationships created between the Orientation Advisors and the student volunteers.

3.2.2 People of Orientation.

The student government, Student Success Office and all six faculties each have a paid staff representative called an Orientation Advisor (OA) (See Appendix B for hierarchy). Each OA (8 total on campus) advises his or her own team of student volunteers, also known as the Federation Orientation Committee (FOC) members. Every year, approximately 32 FOC members, ranging from three to six members per FOC team, plan and manage Orientation activities for first year students as well as their own upper year leaders (e.g., leader retreats). The following sections provide a brief overview of the responsibilities within the different structures and roles of Orientation.

3.2.2.1 Orientation Advisor Committee.

The Orientation Advisor Committee consists of all the Orientation Advisor staff representatives from each Faculty, Federation of Students, and the Student Success Office as well as two management staff who co-chair each OA meeting. The OA Committee hosts meetings to discuss broader Orientation topics and to address issues or situations with consistency between FOC teams. Beyond this OA committee, there is an Orientation Steering Committee, who makes high-level decisions towards the direction and structure of Orientation. The mandate of the Orientation Steering Committee is to, "provide high-level strategic vision, leadership, direction, and support to the Orientation programs for all new students to the University" (Steering Committee document).

3.2.2.2 Orientation Advisor role.

As outlined in Appendix C, the Orientation Advisor role supports FOC members, attends meetings, approves administration, develops personal growth in student leaders and meets the

needs of first year students during Orientation. Orientation Advisors mentor their students and serve as a voice for students towards management level staff. This role was created to relieve management staff and to delegate the leadership responsibilities to the Faculties.

Orientation Advisors are constantly coming in and out of the role because of staff secondments, parental leaves, or other personal or emergency leaves. FOC members and the OA Committee adapt to these changes through the hiring of OA substitutes, who may or may not have past experiences in Orientation Week.

3.2.2.3 Federation Orientation Committee member role.

As outlined in Appendix D, the FOC members work closely with their OA to support their own Orientation leaders, plan the activities and schedule of Orientation Week, and attend and participate in meetings. They have responsibilities to plan safe, inclusive, and enjoyable Orientation events for their Faculties and for the broader University community. Along with their OAs, they write Action Plans, which are documents that outline events and are approved at the upper level to ensure risk and safety standards are upheld. FOC members are typically upper year students who were leaders in previous years.

3.3 Selection of Participants

Recruitment of both sample populations for interviews started by establishing contact with the Director of the Student Success Office and the President of the Federation of Students, who both forwarded the recruitment e-mail to the appropriate contacts. The recruitment e-mail addressed the purpose of this study, what the study involved, and how to participate. From there, I attended two separate informal meetings with management staff and OAs from the SSO and Feds to discuss the details of the project before a larger Orientation Advisor Committee meeting.

Between the two meetings, I was invited to a larger Orientation Advisor Committee meeting by one of the management staff to provide information on this study and how to participate. At the start of the Orientation Advisor Committee meeting, I provided a brief presentation about the study and I answered questions regarding the study. During my presentation, an information letter was handed out to all the staff members. Afterward, two OAs coordinated an e-mail to send the information letters for the recruitment of student volunteers. This e-mail was sent to each of the Faculty OAs to forward to the applicable student volunteers. Recruitment was specifically for 2013 or 2014 FOC members.

3.3.1 Participant profile.

For this study, I interviewed 19 participants, 7 who were staff and 12 who were student volunteers. The staff members ranged in Orientation experience, and in their professional roles such as working in the Dean's Office or student engagement positions. Some worked in other areas of campus, including the Registrar's Office, before being in the Orientation Advisor role. All the staff participants in this study hold different levels of power and experiences working with students, which provided a range of perspectives for the research.

The students I interviewed had all been Orientation Week leaders prior to becoming a FOC member. Some had started as early as their second year of undergraduate studies, but levels of Orientation experience also varied between the students. Participants were either current students or recent graduates from Arts, Applied Health Sciences, Environment, and Engineering. The faculties of Math and Science were not represented. Additionally, this University has a popular co-operative education program so most of the participants were either on a co-op term, on an off term, or not in the co-op program at all. Those who were in co-op were working in cities close to the Region, such as Cambridge or Toronto, but they also spoke of their team

members being in places as far as California. Co-op plays a major role in the FOC position as it brings challenges to the team including communication, availability, team bonding, and the inability to observe body language during communications.

3.4 Research strategies and Data Collection Techniques

Prior to data collection and recruitment, I obtained ethics clearance from the University of Waterloo's Office of Research Ethics. I am responsible for ensuring my participants and the information is kept confidential. To do this, all information documented will not be identified including names, departments, and specific positions of staff and students. Pseudonyms were chosen for the participants to ensure anonymity. All participants provided written consent to participate in this study as well as to use their interview transcripts for quotations. Additionally, I informed them before the interviews that they could choose to not answer questions they were not comfortable with and that they could withdraw with no consequences involved. An information letter was given to the participants prior to starting the interview while I explained to them what the letter is about and what the study entails.

3.4.1 One-on-one interviews.

After the faculty Orientation Advisors forwarded the recruitment e-mail to the prospective student participants, I received interest quickly and interviews were scheduled based on the school and co-op work schedules of the students. The staff were sent a separate e-mail from an OA outlining this study and included an attached information letter. Additionally, I sent out personalized reminders to invite the staff who had not responded to participate.

Before each interview, an information letter was given to explain the study, anticipated length of the interview, and a statement of agreement to participate, which all participants read and signed. At the end of each letter, a section was added to verify that participants had received

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their gift cards. As a way to thank my participants, each of them received a $10 gift card to Chapters/Indigo bookstores. After each interview, this section was signed and a feedback letter was given.

The interviews started on May 26, 2014 and ended on June 11, 2014, totaling just over a two-week period. A total of 24 staff and students expressed interest in this study, but only 19 were interviewed. Those who expressed interest but could not be interviewed, had a variety of reasons: two were on vacation or out of the country, one did not respond to follow-up e-mails to set an interview time, and two others expressed interest after the decision to end interviews when saturation of data was reached towards the end of the interview period. Of the 19 participants, seven are staff members, and 12 are FOC members. Of the FOC members, the faculties of Math and Science were not represented. A total of 15 one-on-one interviews took place on campus in an environment where the participant felt most comfortable (e.g., office space, outdoor picnic bench). Four participants were interviewed by telephone due to their distance to the campus and co-op work schedules. Interviews ranged from 30 minutes to 70 minutes, with the average length of an interview being 50 minutes.

The interviews were audio recorded and transcribed for each participant. During the interview, I took notes for reminders on the topics that I wanted the participant to provide clarification for. After each interview, I wrote short memos to reflect on the content discussed, how I felt about the conversation, and the overall flow of the interview. At the end of each week, I wrote summaries of what I thought was going on overall and why I felt that way using examples to remind myself when I re-read my notes.

The results of the research will be available for the staff as well as an additional summary report addressed to the various stakeholders of Orientation such as the Steering Committee. The

report will be completed following my thesis defense and include recommendations on how

Orientation can evolve from the transition and create more positive experiences for FOC

members as well as suggestions for how collaboration between student volunteers and staff

members can be enhanced. This report will give insights into the transition within Orientation,

students and staff's experiences on working together and the influences that organizational

structures have on students.

3.4.2 Participant observation.

Participant observation was added to this study shortly after interviews started to help

understand the experiences of collaboration between Student Affairs staff and FOC members.

This method of data collection was presented to Feds staff prior to the previously mentioned

Orientation Advisor committee meeting, to gain access to larger meetings hosting both staff and

students. Once the Feds staff approved my proposed strategy, I obtained clearance for a

modification of ethics. The Feds staff invited me to the "Everyone Meetings," which were the

main events to give resources to FOC members and discuss Orientation logistics as a full group.

I observed two "Everyone Meetings," both held in classrooms on campus, and each lasting

approximately two hours long. I took field notes and did not participate in any discussions

around the table. Field notes were guided by participant observation elements as outlined in

Merriam (1991) (see Appendix A). These include describing the setting, the participants,

activities and interactions, the frequency and duration of the situation, and subtle factors (e.g.,

informal or unplanned activities).

3.5 Data Analysis Procedures

First, each interview was transcribed verbatim in Microsoft Word. Interviews were then

scanned over to check for transcribing errors. Afterward, each interview was printed and

assigned a letter of the alphabet starting at "A" and ending at "S." Transcripts were separated by staff labeled "A" to "G," and student volunteers labeled "H" to "S."

Data analysis started with a multi-stage coding process that involves, "naming segments of data with a label that simultaneously categorizes, summarizes, and accounts for each piece of data" (Charmaz, 2006, p. 43). Initial coding was used first where each sentence or part thereof were assigned words that reflected the central meaning of the phrase (Charmaz, 2006). The next stage was focused coding where decisions were made on which selected phrases or sentences could be categorized together in order to create key concepts (Charmaz, 2006). I sorted and organized the key concepts to get a grasp of which concepts were most directly related to the research questions. Organization of the concepts took place on separate pieces of paper to make visualization easier and to have the ability to tangibly move ideas around. These concepts were refined as further coding took place and specific examples of data were gathered and grouped together.

3.6 Reflexivity and the Role of Researcher

To be reflexive is, "to think about how your actions, values, beliefs, preferences and biases influence the research process and outcome" (Simons, 2009, p. 91). It is critical that the researcher highlights, "the partial nature of interpretations and the conditions of their construction so readers can make their own judgments about their relevance and significance" (Simons, 2009, p. 24). With this study, it is important that I highlight my own experiences and assumptions, both positive and negative, to be aware of my personal thoughts and to not impose my own experiences on the participants, while providing the reader with an understanding of my own perspectives and experiences.

As a student volunteer in a variety of roles on campus and especially within my faculty, I have recognized leader characteristics and behaviours in others, which have made my experiences positive. In thinking about my experiences as a student volunteer, my own leadership roles, and the leaders I have worked with, there are five main characteristics and behaviours that stand out to me as critical leadership traits that I inherently look for when interacting with those in authority as I feel they have a significant effect on the experience of the followers. First, a leader can communicate effectively, whether it is updating volunteers with new information, seeking suggestions from volunteers, or sharing advice to make a program run smoothly. Second, a leader is knowledgeable, not only with expertise in their position, but understands how to use information given to them. Third, a leader has strong problem solving skills. I feel that these skills are enhanced when the leader is positive about the situation. Fourth, a leader trusts his/her team members and empowers volunteers. Lastly, a leader recognizes strengths and weaknesses of the volunteers in order to encourage the volunteer to work to their comfort level and be challenged at the same time.

Being aware of my personal experiences as a student leader and volunteer may impact my role as a researcher. I could subconsciously put emphasis on certain questions or focus on a participant's answer because I have experienced similar aspects of what they tell me. I also needed to ensure that I was not revealing my personal views during the interviews that could potentially affect the participant's answers. If a participant has told me that their leader does not have good problem solving skills, I should not judge or place assumptions on their experience as well as the leader's behavior. Therefore, I needed to make sure I was not placing judgment or assumptions on all the participant's answers if they agreed or disagreed with my personal perspectives.

In addition to recognizing leader characteristics and behaviours of others, as a volunteer, I have certain expectations for my experience to be positive. Although students have different motivations for volunteering, these expectations are based broadly on my past experiences. First, I would expect responsibility and respect between everyone involved. Specifically, team members are accountable and responsible for their actions as well as for the task that each of us is given. Team members are not to be judged, criticized (negatively), or threatened by others, especially by leaders. Second, the experience within planning and implementation can influence a positive or negative experience. Within planning, as a volunteer, I expect that discussions involve everyone and ideas are shared and considered. Even if ideas are not going to be used, they are rejected positively. During implementation, it is expected that tools and resources are to be available for volunteers to carry out their role.

With my personal views in mind, I needed to separate my experiences from what I was hearing of the participant's experiences. Being reflexive through this research process will lead me to understand and be more aware of my expectations on the topics of leadership and building relationships. However, my expectations may also lead to quick judgment and assumption when a participant's experience is a negative reflection of my experiences. This is particularly crucial during data analysis as I may position a participant's experience in a negative light if we have conflicting views.

Similar to positive experiences, leader characteristics and behaviour can change a volunteer experience to be negative. First, communication that turns an experience to be negative includes leaders who do not fully understand their volunteers, specifically, knowing their volunteer's strengths and weaknesses. This is also evident through leaders who do not develop a personal connection and are strictly "business only." The top down approach may work well in

some cases, but in my experience, it has prevented me from expressing my opinions to solve the problem in an alternative way. A leader's knowledge or expertise in the situation is critical in making an experience positive or negative. In a specific example, leadership turnover makes an experience confusing and disorganized. Not only has this new leader been placed into a new situation, he or she has not been able to familiarize themselves with the culture already established by the group. When a leader is faced with a gap between having the skills of carrying out the task and the amount of resources given to carry it out, there is a potential of a negative experience for the volunteer. For instance, a leader with a high skill level and low resources may result in frustration with trying to figure out how to carry out a task with minimum tools and resources. A leader with low skill level and high resources may result in an ineffective use of resources. I have experienced these leadership dynamics through my various volunteer roles on campus and through this study, I was reminded of the impact that they can have on the experience of a volunteer as different participants shed light on these issues. Being reflexive of my own experiences helped me to incorporate my own ideas and experience into the conversation in order to probe ideas further, without taking over or making the 'story' centrally about me.

Setting the leader influences aside, the volunteer experience can also be affected negatively by other volunteers or around the task itself. During a volunteer experience, my team members affect me, positively or negatively. I understand that they may have different motivations than I do, however, when the differences are apparent and affects the volunteer work we do, or the team that we become, it can make the volunteer experience negative. In particular, if other volunteers do not have strong leadership skills or are seeking a volunteer position strictly for their resume, it affects the rest of the team members who have to work to bring weaker

volunteers up to par, or to put more effort in encouraging others who are not pulling their weight. Additionally, I expect other volunteers to bring some skill to the role they are given. Even if they do not have much experience working with people, or need to work on their leadership skills, the volunteers should be open to feedback and acknowledge that they have weaknesses to build upon.

Along with team members having an influence, the task itself can make an experience negative. At times, the volunteers may experience the consequences of poorly planned logistics of an event. For instance, lunchtime or breaks that are not scheduled in, overworking volunteers (long hours), or an imbalance of tasks for each volunteer can all contribute to a negative volunteer experience. Also, if there are several volunteers within one group, and there is not an informal meeting or introduction, it is harder to get to know other volunteers. I find it helpful to meet everyone beforehand, to get a sense of strengths and weaknesses, so there is a stronger possibility of working together on something based on each other's strengths and limit our weaknesses. These discussion points emerged throughout the interviews and I found that I was able to relate easily with participants' stories, hopefully creating an open environment for them to share and co-create the dialogue.

Throughout this project, I have realized that to me, collaboration is important. Overall, my experiences with collaboration have been predominantly positive in nature and I have learned many skills from being involved with others on campus. There are many reasons why I believe collaboration needs to exist. First, collaboration creates a volunteer opportunity for the student, which can be beneficial in gaining new skills, learning about the organization, and meeting new people. Collaboration also benefits the organization by keeping staff costs down, and learning from students how to make events better. Together, as a team, goals are easier to achieve because

more people are behind a common goal. Volunteer opportunities help with networking and meeting others as well as learning to support each other's interests beyond the common event.

Additionally, student volunteers are able to have the opportunity to experience a higher responsibility, to create change (small and large scale), and to use these experiences as a stepping-stone towards their bigger goals. In my volunteer experience, I was able to maintain contact with an organization, which provided me with other volunteer opportunities beyond what I was originally recruited for. As time evolved, my responsibility increased as they trusted me more and understood my work ethic. Also, from this higher level of responsibility, I felt empowered to 'run the show' to what I was comfortable with, and with success, it boosted my self-esteem and confirmed my capability in running an event with confidence.

Additionally, through these experiences, I have reflected on what my expectations are in being a student volunteer. However, my past hasn't involved a long-term volunteer position, this might be a challenge understand the staff and student relationships in a longer time frame. By acknowledging these experiences upfront, I can understand my participants better as well as inform the readers of this research to understand my experiences that may have affected this research journey. Through writing memos, and reflecting on my thoughts during this research journey, I can understand potential assumptions in my research.

Chapter 4: Findings

The findings section is separated into three distinct parts that emerged through the data analysis process and represent key categories impacting collaboration in the context of interest. The first part addresses the organizational structure and recognizes a bureaucratic model. The themes in this part outline the impact that centralization has on the student volunteer-management relationship. The second part includes various facets of leadership within Orientation as differentiated between shared and centralized leadership as well as the many aspects of personality, which affect the nature of the relationship between staff and students. The last part discusses the dynamics of collaboration among those involved and explores the following themes: setting goals and expectations, the depth of the student-staff relationship, role commitment, balance in discussions, and equity through knowledge and experience transfer.

4.1 Organizational Structure

Relationships between staff members and students are created and built through formal organizational structures. The findings noted in this section address the first research question, "What is the nature of the relationship between student volunteers and Student Affairs?" by illustrating how organizational structure can influence the student volunteer-management relationship, and resulting decision-making and planning efforts.

During the interviews, participants were asked to describe their experiences of collaboration, or "working together." The findings clearly demonstrated that organizational structure has played a major role in the planning phases of Orientation Week. By adopting a top-down, centralized approach, "upper management" made their final decisions on Action Plans, which OAs and FOC implement together. This created a distinct hierarchy where student volunteers and staff members perceived a strong division of roles, responsibilities, and authority

between themselves and the staff at higher levels. This role-based structure was expected, given their detailed job descriptions, however, the impact that the established structure had on students' perceived ability to make decisions and the transparency that occurred in the decision-making processes, had a notable tone of frustration for student volunteers.

First, an "upper management" staff member commented on her role and her involvement with the 'higher' strategy pieces of Orientation. These strategies eventually impacted the relationship between the OAs and the FOC members with the OAs having a closer relationship with upper management to relay information to the student volunteers.

> I kind of support the Orientation Advisors and help kind of push forward some of the strategy pieces for Orientation…Orientation was one of the big portfolio pieces that needed a lot of support and so early on, my supervisor and I worked to figure out what that all whole support might need or look like. So we did some strategy pieces and figured out what roles needed to be played and developed the Orientation Advisor Committee group so that group of the faculties, SSO and the Federation of Students who talk about day to day logistics in regards to Orientation.

A student volunteer shared his thoughts on what might be happening on a higher level and wanting to know more about the background:

> They have so many people who are trying to influence the week in some way. I feel from maybe not in their office but maybe the President wants something to happen but he's going through Orientation to do that. Somebody might be telling them, 'we want it this way, and we also fund you'. [laughs] They're response is like 'we have to figure out how to satisfy them but satisfy the FOC at the same time'.. so it's not easy I'm sure but we just want more 'why is that happening?'

It was made clear that he wanted to know the reasons things are the way they are, suggesting that staff members had yet to explain the reasoning behind some decision making. Another student volunteer emphasized on the staff's ability to communicate and to relay accurate information. The staff member's actions showed the student volunteer that she could be trusted when working together on an Action Plan. This task set the context of how trust emerged:

Our trust is really based on what we do together for check in process and coordinating and what I'm going to do within August. She tells me what she's updating in her check in process Action Plan and then I'll know for August where I'm going to actually carry out the action plan. That builds trust because I know she's telling me what she's doing and she makes sure that I know right away as opposed to telling me all at once at the end of July where that's a bad time to tell me because I have exams next month right? Whereas for [staff member], the trust, it's very basic kind of trust. It's me communicating with her and she telling me relevant and accurate information that's not wrong, for example, dates. She's never given me a wrong date.

Student volunteers also built stronger relationships with their OAs by taking the initiative to provide assistance and support when turnover in OA personnel occurred. The student volunteers ensured that the onboarding process was seamless by making sure dates and tasks were aligned with the OA, and that their planning process continued to move forward. The student volunteer mentioned that their experience with a new OA was difficult because the new OA was not involved with Orientation previously. He explained this transition and onboarding in detail:

[OA] just like 'I just came back, I don't know when things are due' so for the first couple of weeks we've been kind of like 'oh we have this thing due on May 10th, we'll get it to you on time. Just so you know it is what's suppose to be handed in'. She's like 'okay good, thanks for letting me know'. Usually always set those deadlines and we just want to pass along what deadlines we already had to help her transition more. She's getting more used to it again…She's done it before too so it's not terrible. It's not like she just came in she's never done Orientation. She's done it so many times but it was not like that bad. I imagine last year it would've been a little bit harder about explain to [OA substitute]. Cause [OA substitute] was only here for a year and how to do that kind of thing but because it was [OA substitute] back to [OA], it was like [OA] gets a lot of the stuff and she's like, 'the gears are turning but I just need to remember how all this works again'. She just needs to immerse, she's just working and immerse herself back in Orientation stuff. So it is actually pretty seamless.

These actions were appreciated by staff as an OA described her perspective of when she returned from her leave: "I'm sort of playing catch up to make sure I know where [the FOC] are at in the process and then just remembering what I'm suppose to be doing [laughs]." Besides having staff transitioning in and out of their roles within the overall Orientation structure, one Orientation Advisor disclosed the difficulty of transitioning into being an advisor. She expressed that certain

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positions within the University influenced the way she interacted with her students. She described the different interaction levels that OAs have with their students depending on the OA's life stage and the position they hold within the University. Her own transition to this OA role started out negatively and this reflected on her experience at the Registrar's Office, and the interaction experiences she had with students beforehand. She explained:

> Some OA's have taken that role and are kind of more removed and I can appreciate why they would do it cause depending on where they are in their life, like if you have kids at home and stuff like that, and you know, work to you is here 9 to 5 and then you're out of here, the late hours of coming in on a weekend and meet with them or the going out to lunch with them would kind of be like an awkward setting. The first year not knowing them, I did not like it at all. I actually didn't like the job at all. That was my least favourite part of my job. I found like it was just really awkward cause I didn't know. I was so used to working the Registrar's Office where like it's very you're on one side of the counter, they're on the other side…I think a lot of people have a hard time with trying to balance that because if they have another role that's very Executive Officer type of role, it's very hard to interact with [students]..

The data revealed that the hierarchical, role-based structure of the organization, in combination with previous experiences that all the Orientation Advisors may have (or have not) had with students, impacted the degree to which the OAs engaged in relationship building with their student volunteers. In particular, staff who are not experienced with working alongside students may have a more difficult time establishing a close connection to their student volunteers given the distance they can keep within this more formalized structure.

More specifically with the planning process of Orientation, "Everyone Meetings" were observed and the organizational structure was present through the actions of staff as well as the nature of how these meetings ran. This was evident through participant observation where I noted how the facilitation of the meeting, agendas, and a clear start and finish of this meeting emphasized that a centralized, hierarchical organizational structure was an important attribute of the organization.

The FOC sitting around the tables, in their respective faculty groups, are chatting with each other as the presenters at the front are setting up. Some students have laptops, others have a piece of paper and pen. [Staff member 1] hands out agendas to the FOC sitting around the tables that have been formed into a square. She starts the meeting off with an overview of the expectations including not being on Facebook during presentations if individuals have brought laptops to take notes. This staff member welcomes everyone to their first "Everyone Meeting", and proceeds to introduce the first presenters. She sits down at the same table with the FOC, near the front of the room. The meeting starts on time, however, the Orientation Advisors do not seem to be present. [Staff member 2] sits across from the [Staff member 1] and he takes notes as well as manages the Skype participants (other FOC members). Shortly after the meeting has begun, a couple of FOC members arrive late. [Staff member 1] quietly hands an agenda to the late students who have taken a seat at the main table. It seems as though the student volunteers are here for a "lecture" instead of a meeting. There is very little discussion between the staff and the student volunteers. The majority of the meeting was facilitated by external groups, except for when [Staff member 1] ends the meeting in an open table discussion.
(Participant Observation Notes, Everyone Meeting: May 27th, 2014)

The OAs also played a role in screening Action Plans and passing them upwards in the hierarchy for another approval stage. One OA was accustomed to the expectations to gain approval on the Action Plans. However, she explained that she needed to be "upfront" with her students about receiving feedback from "upper management" in order to guide the planning of events:

> So I've told them upfront that [higher staff member] reads our Action Plans for instance. So I'll say, 'just so you know, we can talk through all of the options, I'll go back to my manager, pitch some of our ideas and bring back her feedback to you'. I just do it very honestly with them at that point so I can guide them in the right direction and say like 'I know [higher staff member's] going to say this about this aspect of your event so let's work in that feedback before I even need to go and pitch it to her cause then she'll approve whatever we're planning'…

Communication and decision-making patterns also emerged as part of the highly structured environment that student volunteers and staff were operating within. Communication from higher-level staff on their reasoning behind making decisions were not fully disclosed to student volunteers. However, when student volunteers worked with their OAs, communication seemed to be present which led to trust emerging. Lastly, a large part of the OAs' role was to screen and

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approve Action Plans and forward them upward to higher-level staff for approval. This movement through the Orientation structure is time consuming for both staff and student volunteers. Some student volunteers feel like they are always being checked by staff members which may impact their desire and ability to work together as discussed in the following theme.

4.1.1 Impact of centralization.

Logistical decisions made at the 'higher level' changed the dynamic of the student volunteer-staff relationship and impacted students two ways including: (1) their perception of efficiency among those working at a management level, and (2) their relationships and rapport with their previous sponsorship partners. For instance, "upper management" decided to centralize finances such as leader fees, reimbursements, and sponsorship. This meant that instead of having eight separate groups (e.g., faculty teams) managing their own finances within the overall Orientation program, they are managed through one person (or one central group) in an attempt to streamline efficiencies. Through this change, Orientation leaders experienced major time delays with reimbursements due to the volume going towards 'central,' leaving staff in management roles with "more paperwork to do." Although higher management staff decided to streamline the tasks, the student volunteers felt frustrated dealing with the consequences impacting their Orientation planning. One student volunteer expressed her frustration with the loss of control of the reimbursements, and how this change contributed to the extra work for 'central'. She elaborated:

> The OAs still see our budget, they still have to sign the various forms that we need before we can buy anything but it used to just be like our little bubble but now it's just like all of Orientation is kind of involved with everything. So I know for the previous teams that was really frustrating. It was a big change right? So they have to learn how to, there's just more paperwork to do that way… Because the year before when 2012 FOC had control of that money, they literally, I got my money back the week or two after Orientation Week so it was just like such a huge difference, that it's like, 'this is upsetting'. I think honestly, I think it's just because they're too busy right? They're trying to reimbursements for I don't

know how many leaders where if [Faculty FOC] did it, it would only be, it would be less than 50 who would have to be reimbursed. Where if Feds does it, it's probably like 250-300 people so it's a lot of cheques to write.

Other student volunteers echoed the same frustration with the time delay and lack of responsiveness on the part of the staff which translated into fewer opportunities to interact in a positive manner. One student suggested that the overload of work should be broken down and divided between a couple of people to lessen the delay:

> Sometimes they spread themselves out a little thin, I think, which may have affected certain things. For example, not getting back to us within a few months because they were so busy. Maybe that could have been avoided say if there was another staff member or if that task had been delegated to somebody else. So sometimes I think they do take too much on themselves.

Another student volunteer added that this delay was a "prime stressor" and proposed that staff should delegate the work to student volunteers so frustrations were not as severe. He expressed:

> It's just like I find generally things take a really long time if they are overworked or something. Something is going down there that causes them to take a very long time to do anything in general and that's also something that frustrates, that's one of our prime stressors I think because if you're taking so long to do this and we're doing nothing, off load the work! We can write these letters for you, you don't need to waste your time writing these when you're sending out cheques and taking care administrative stuff. This is our job, get us to write them.

The sponsorship strategies also changed to be more centralized in attempt to assist faculties who do not have sponsorship deals as other faculties do. One student volunteer explained why the strategies were changed: "Other teams usually had no success with sponsorship or very, very little…it's harder for them to run a week when you get no money ever, like outside of leader fees or frosh fees." As a result, centralizing the sponsorship process affected those faculties who have established relationships and rapport with their previous sponsors. The student volunteer described this new sponsorship strategy and expressed his disappointment with the quality of the

outcome. This impacted his outlook on the "upper management's" ability to write these letters

and questioned whether the strategy was worth it in the end. He explained the strategy in detail:

> There's, they basically had a thing where we wrote a little blurb about each sponsor we were going to approach and then we submitted them with our sponsors and [higher staff member] would compile it with [another staff member] and then they would make a letter out of it that we would send to the sponsors. Some of them had multiple names, some of them were just us, depending on what Orientation teams applied. But then we got the letters and they're mail merge and it's very obvious that it was like a template that somebody had copied the words into and stuff. I was like, I can't approach a sponsor with that! They know we just copied and pasted it. You're obviously not putting like for something that took so long to do, with the end result was not worth it. I could have written these up myself without them, I did not need you to spend two months writing these and then getting us some standard thing at the end…

His teammate shared her thoughts on the restriction on which types of sponsors that they were

allowed to approach. This would potentially affect the team's previous relationships with their

sponsors as well as cause the team to turn down financial support as a result of the restriction.

Similar to her teammate, she also thought that "upper management's" approach wasn't "well

thought out." She said:

> I wouldn't honestly I wouldn't mind getting food as a donation, I just didn't like the restriction of only being able to approach food sponsors. That was basically what they told us and it's just like, 'well no, if I find someone who's going to give us $1000, you're not going to tell me no'. But they basically were trying to be like 'no you can't approach sponsors unless you're asking for food'. And they wanted to do it all centrally out of Feds. They wrote these really bad letters just like I don't know, the way that they wanted to approach it was not well thought out.

Overall, the data demonstrated that centralizing tasks had a negative influence on the student

volunteer-staff relationship and student volunteers questioned why tasks were centralized in the

first place. Despite efforts to centralize and improve efficiencies, students were delayed with

receiving reimbursements and feedback from Action Plans, which caused frustration and

inefficiency on the part of student volunteers as they waited for feedback and documents.

Additionally, the student volunteer teams were restricted on what kinds of sponsorship

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companies they were allowed to approach, which affected previously established relationships and limited their ability to further develop their individual programming.

4.2 Orientation Leadership

A second key category comprised of themes related to leadership emerged when participants were asked about their experiences of collaboration. These ideas are consistent with the perspectives shared related to structure, however, the themes in this section provide further insight into how the specific forms and styles of leadership impacted collaboration and the meanings associated with it.

4.2.1 Shared leadership.

Prior to the transition, two staff members, one who worked for the Federation of Students and the other for the Student Life Office, were the two dominant leaders of Orientation. One of the main reasons for the transition was to lower the risk of staff and student burnout, which then led to a transition towards involving more staff members to assist with the leadership of Orientation. As the result of the transition to the broader partnership between the Federation of Students, Student Success Office and the six faculties, the decision-making authority have spread out to more people. This partnership serves to lessen the workload of staff members as well as focuses their attention on the student volunteers so the students have a better FOC experience overall. One staff member described her evolving Orientation Advisor role:

> We weren't part of the bigger picture discussions around Orientation programming on a whole. You know we really were looked at as the administrator for managing our team but our team still went to the Feds and the Student Life Office coordinators like that's who [the FOC] had their relationships with... It really has evolved from a very like I said, administrative, making sure nothing goes wrong during the week to supporting the entire process from start to finish. So then my relationship is very much with my team and the other OA's. It's changed a lot.

Along with this staff member's perspective, another staff member described the burnout that staff were experiencing and why the Orientation Advisor role became much more essential:

> There was significant burnout on both ends whether it was actual medical leave or personal stress or feeling exhausted, truly unrealistic expectations in working hours so staff time and staff burnout was one of the big reasons why we implemented the faculty pieces for that side of things so that there were more hands on deck but also because of the academic nature of Orientation Week, that truly the faculties need to be able to prepare their students in the best way possible and what does the Federation of Students or the Student Success Office know about what it means to be an Engineering student in their first year. So there were significant levels of burnout really early on.

The shared leadership between the Orientation Advisors relieved the heavy workload that was once shared between two staff members. This leadership placed more attention on the student volunteers, which ultimately led to a stronger relationship between the staff and the student volunteers.

4.2.2 Centralized leadership.

In contrast to the theme noted previously of shared leadership, there was a notable theme throughout the data related to the centralization of leadership. This "top-down approach" captures several subthemes related to the hierarchy of decision-making within Orientation more broadly, and explored the many ways that power unfolded between staff and students. Specifically, the student volunteers expressed their perspectives surrounding power differences between themselves or their team and the managers, OAs, or a combination of both making up "upper management".

4.2.2.1 The effect of consultation on trust.

Many of the students acknowledged that one person or the group of "upper management" had the authority to disapprove ideas and Action Plans. Instead of collaborating to plan Orientation Week, it seemed that "upper management" made all the decisions without

considering students' ideas or input. As a result, the student volunteers felt that there wasn't

opportunity to provide feedback. In contrast, there was also evidence that when staff listen and

accept the student's ideas, students feel valued and trusted.

First, a student volunteer revealed the experience of this disapproval to ideas in general and

implied the value of the student volunteer voice:

> I was hoping that they would be very supportive of our ideas and sort of do all that they
> could to make sure that our ideas were heard and were considered. [S: Valued?] Yeah
> valued, because we took the time to put our effort in and think about it and even if they
> were going to say no, they don't have to say no right away is sort of in how they approach
> you. In a lot of cases 'oh that won't work', 'we can't do that', or 'this isn't allowed'. So
> there was some of that, which I wasn't always a huge fan of.

Another student explained his feelings of the lack of trust that he felt with the staff members.

This was illustrated through his frustration of not being able to carry out tasks without a staff

member's approval or not doing all the work that he thought he was hired to do:

> I feel like sometimes there's like a lack of trust. Cause a lot of things are being taken out of
> our hands and put into their package. They're like "you guys don't do that, we'll do that
> this time, we'll approve that for you, we'll take care of that" and so like "why did you hire
> us to do this high maintenance job if you can't trust us to do these things?" That's how
> initially that's how I felt with room booking too so I was like "you don't trust me to fill out
> my own schedule.." cause they didn't tell us it was going to be that way until right when
> they wanted it and they're like "oh by the way, you're going to submit it and we'll pick it".
> I was like "do you not trust me to fill out the sheet? I'm capable of signing into a website
> and filling out a room booking sheet" but is it like you don't trust me to fill it out properly?
> You don't trust me to schedule properly?

Whenever there was an external decision made, student volunteers expected to be consulted and

have their voices heard based on the teamwork aspect of this position. One student talked about

"upper management" making their decisions without consulting the volunteers and then

imposing that decision onto the FOC members when this opportunity for feedback was not

presented. She expressed:

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Instead of asking for feedback from this year's team on like.. 'how do you think we could improve the success of sponsorship?' They just came up in their own little bubble with an idea and poured it upon us and be like 'here you go, work with it.' They haven't welcomed this specifically being like, I don't remember ever hearing like we're welcome to feedback on things if you have it, they kind of just tell us what needs to get done in the way they want to do it. They completely changed how they wanted to approach sponsorship this year and we could give no input so it was just like.. 'that's not cool..'

She disclosed that by "upper management" not seeking feedback, her team did not accept the decision that was made and what had to be implemented. She felt that they "forced" the task on the FOC team, which her FOC team reacted to with resistance. This reaction was the consequence of staff not consulting with the student volunteers. Another student volunteer expressed his frustrations about the lack of feedback opportunity but also suggested an open way he would have liked staff members to approach the circumstance. His proposed method suggested that he was willing to collaborate with staff if staff cooperated:

It's very, it's very frustrating when they like that's the kind of response or the initial way something presented to you is like 'oh this is how things work, period.' Like that's not how it has to work, it's just how you said it works…They were like cautious about it because I think they are aware that we know those wasn't how it worked before but they still very much like this is how it is going to work and you're like "do we get feedback on this? Like why do we have to do it this way? …Let us just do our thing. That's what we're here for. Not just I mean like, don't just let us do whatever cause I understand that there are requirements or whatever and what not, but be open about the requirements and why you want to do something a certain way. If you think something makes sense the way then just tell us 'this is why I want to do it' if you're open. Do you have a disagreement, and have a chance to voice that disagreement. Find something that works for you, if that doesn't [fit]..

On the other hand, one student volunteer experienced an opportunity for feedback; however, the final decision was not what he had hoped for. The staff asked for the student's feedback and said they would take this feedback into consideration when making a decision. However, the final decision made the student feel ignored by the leaders in the organization because they went through with the original idea, which created distrust and frustration when working with staff members:

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> It was frustrating the decision making process with that because it was sort of, they would tell us, 'okay we're thinking of switching this, what do you guys think?' and we would say 'ahhh we do not like that for this, this, this, and this reason' but because it wasn't directly under us, we were just kind of being asked for our opinion on it. They said 'okay, well we'll take that into consideration when we make our final decision' and of course the final decision was to go ahead and switch it anyways so there was, it was definitely frustrating sometimes for that and that's where the grumbles kind of come from.

The degree to which student volunteers and staff interacted and the resulting consultation process was further impacted by the organizational structure noted previously. One student volunteer explained the outcome of having a "funnel" structure that led to not being able to talk to decision makers. This structure seemed to separate the decision makers and the student volunteers, but students desired to be on the same level to collaborate and make these decisions:

> Personally we didn't like it very much because we liked being more directly involved in all the decisions especially when people would try and tell us no. A lot of the times they were funneled for other people making the decision, so we wanted to talk more closely to the decision makers so we try and push upwards a lot.

An Orientation Advisor explained the reasons why her role is important to relay information both to her students and to "upper management" in order to mitigate the push back that "upper management" and the OAs may receive from students:

> A big thing for our students is including them in decisions or at the very least, bringing back information to them so that they don't feel a decision was made without them either being consulted if it warrants that or at least that they're aware that this is happening… In the past if something like if a major change happened and they weren't, if they weren't consulted, it has never ended well and I think that's been you know at the broader Orientation level part of why the faculty OA is so important is that we know what our students want, expect, need as leaders and so part of our job is to sometimes tell them what the decision is and you know, it has to be this way for whatever reason but explaining that to them when the decisions has just been made without an explanation, they really struggle with that and there's pushback whereas if they're not included in the decision for whatever reason but they understand it needs to be made and why it needs to be made this way, then they're more willing and open to accept it and include it in their and how they operate when there is opportunity to engage them in discussion around a change that might be happening and getting their feedback and how it would impact their programming, their leaders, all the factors that go into it. That goes a long way in building trust because then you know that they're potentially fear about you know this role being you know, disregarded as so important to that, they feel valued in what they're contributing.

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The impact of consultation on trust between staff and student volunteers was evident and primarily based on whether or not there was an opportunity for student volunteers to provide feedback. When discussing their collaboration experiences, student volunteers noted that lack of consultation had a negative impact on their experience of working together with staff and "upper management" as it altered their ability to trust the staff when they didn't even have a chance to express their own perspectives or have their opinions considered in the decision-making process. One Orientation Advisor acknowledged that the consultation process is necessary when working with the student volunteers. Ultimately, this has a significant impact on the meaning of collaboration when discussions and the decision-making were biased towards staff and the volunteers were suspicious and frustrated within their relationships rather than feeling like they were trusted and respected members of the team.

4.2.2.2 "Cloud of control."

In addition to the impact that consultation had on students' perceived trust, student volunteers also talked about staff exercising their control as a type of way of maintaining authority over Orientation Week. This theme emerged when students shared their perspectives of the staff member's authority and their ability to make the final decision. Overall, the student volunteers described the leadership as authoritarian, where policies and goals were dictated to them without autonomy or meaningful participation. For example, one student volunteer sensed the overpowering feel of Orientation from the "cloud of control":

> It's the whole Orientation cloud of control. It would be just nice if it was like 'we're here to help you run your week' not like 'we're here to take your week away from you' which is what it kind of feels like sometimes.

Another student volunteer disclosed that staff members were able to "change stuff that [FOC] have planned at any time." She also revealed that she overheard faculties had experienced

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change more than other faculties, which demonstrated that staff members purposefully sought to maintain control.

More specifically, one student volunteer expressed his frustrating experience with a "vetoed" decision leaving him and his team feeling "betrayed" and disrespected. During the planning process, he asked the FOC in charge of this specific event to change an item that was planned to be given out to first year students. This particular item had value to the Faculty as it was something that represented this Faculty and its students. He expected the staff members to have respect for the Faculty traditions and symbols, which he revealed that his team would be "honoured" if there were a request for this item. His teammate added: "it would have been great if [staff member] told us, face to face, instead of doing it behind our backs." Most importantly, after she described what happened, she explicitly described it as "sound[ing] very high school." Another student painted the picture more explicitly and revealed that being a student also means not having power and that staff maintain the authority to say no. She expressed:

> It's one thing to kind of be careful about cause being a student, you technically don't have power right? Everything has to be approved by these people right? You could have this really great idea but if they find a reason for it not to work, they can say no, right? Typically they don't do that, they'll be like 'okay, let's figure out how we can weave around and make it work' but at the end of the day, you still know they can say no.

As a result of an "upper management's" decision regarding the dismissal of a FOC member, a student volunteer expressed his anger and feelings of not having choice or to voice his team's point of view. This ultimately influenced the student volunteer to have thoughts of quitting the FOC position, but accepted the final decision and continued his position:

> [FOC view of what should happen] didn't happen, we were really upset about that so we, we didn't know what to do anymore so we just angrily accepted it, I guess. We kind of just, we had no choice. We felt that we had a choice. We actually considered resigning. It was that bad for us, but in the end we didn't. We kind of just accepted it and we'll do the best we can for now and see what happens in the future.

Other student volunteers acknowledged this acceptance of the final decisions as well. As power rested on staff members, one student said that the "decision making went to them," and that "in the end it is up to them if they accept our Action Plans..." Another student volunteer described this acceptance with respect; however, his frustration was still present:

> You do, you have to respect their decision, respect where they're coming from. We try to be as not be combative about it and just be logical and rational about it and try and be open, keep communication open even if you don't agree with the decision, talk to and find the reasons behind it so definitely we understood that we had to get we had work to do, but it was still, it was frustrating at that time, definitely.

From the perspectives of student volunteers above, it is clear that there is an overall authority and dominance over controlling these situations from staff members. Although situations were varied in terms of severity, student volunteers still experienced frustration and negative feelings. By expressing that they had "no choice" and "no power", this may mean that student volunteers felt that they have no control or autonomy, which in turn may have degraded the trust in the relationship between themselves and staff.

An upper management staff member shared that there are strategies and "priorities" behind Orientation. These may have influenced the control felt by the student volunteers and led them to believe that the staff had the authority over decision making. She explained:

> So we have 3 retreats a year and the retreats really came from that idea of there's kind of a strategy part of Orientation that has to happen so like the strategy of what it's going to look like and how we're going to get there. What are our priorities for this year?... I think it was July last year, we had a morning of strategy and visioning so we developed what the priorities are, what they're going to look like, what the kind of short, medium, and long term goals are. Then that afternoon, we developed the FOC year at a glance so that's a really good example of kind of that strategy in the morning which is externally facilitated and then the afternoon being more on the hands on logistics.

The Orientation Advisors have a smaller role in the main strategy pieces of Orientation; however, they are still involved with setting goals and priorities for the Orientation program. On the logistics level working with the student volunteers, an Orientation Advisor described her role

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in decision-making and essentially held the last word when it comes to the final decision. However, she revealed that her decision-making is justified and she ensures that her student volunteers understand why the plans are disapproved:

> If they all decide that they want to have something at Orientation Week and I say no, that's kind of how the decision is made as long as I feel like it's a reasonable request to say no and they understand why I have to say no. My word kind of has to go.

Upper management and other staff were also involved in delegating tasks and addressing questions from FOC members during one of the Everyone Meetings. Their presence was larger than the previous Everyone Meeting because "upper management" attended this particular meeting. From this observation, the physical placement of staff as well as the messages given to the FOC members displayed a subtle control over decision making within this relationship.

> The classroom tables were rearranged in a rectangular shape where the FOC members and three staff members were sitting together. These staff members were sitting at the front near the chalkboard, or the front of the room, while in the back of the room, there sat the Feds staff and upper management. This Everyone Meeting was also an information session with topics presented on Athletics, Campus Response Team, Summer Leader Retreat and other administrative tasks. Upper management addressed booking rooms on campus with student volunteers and delegated the responsibility to one particular staff member. Upper management was firm with student volunteers in regards to ordering swag items. Staff seated at the rectangle table with the FOC were the facilitators of the entire meeting while the staff at the back were chiming in when things needed to be clarified, or suggested to the group. It seems as though upper management had most of the answers when the other staff didn't answer a question from the FOC, however, at the same time, it felt that upper management wanted to make sure that they were the ones to answer the questions. This situation plus where they were sitting (at the back), felt that upper management was separated as "staff" rather than sitting with the rest of the students and joining in the conversation.
> (Participant Observation Notes, Everyone Meeting: June 17th, 2014)

The participant observations as well as the perspectives of upper management and staff have illustrated the background of Orientation, and the drive towards achieving specific goals and priorities. These actions affect the collaboration between the staff and student volunteers when they are not communicated or explained clearly to the student volunteers, especially during

situations when this communication is needed. The frustration and negative feelings of the

student volunteers may grow and evolve if the gap gets wider in not knowing the background of

why decisions are made in a certain way.

4.2.3 Leadership traits and styles.

4.2.3.1 Impact of personality.

Staff and student volunteers both expressed that showing who they are as individuals

outside their roles help create and build relationships with each other. Furthermore, they both

acknowledged that their relationships were impacted by their own and others' personalities as

individual differences and attitudes guided how situations were approached and set the tone for

their working relationship. Lastly, when these relationships were breaking down the professional

and role-based boundaries, staff and student volunteers reciprocated an understanding of each

other, which led to openness and respect.

4.2.3.1.1 Personality traits and breaking down role (power) differences.

First, one Orientation Advisor shared the importance of creating a connection with her

student volunteers by expressing her personality in ways that expressed both her personal

professional sides. Being consciously aware of her "boundaries", she explained the balance of

being professional but also "human." She tried to maintain this balance in her relationships with

the student volunteers:

> I think that just being yourself is huge. I don't think that I need to be friends with the
> students that I supervise, I don't particularly want to be friends with students but I also
> don't try to be this fake robotic work person when I'm interacting with them because I
> want them to know that I'm a real person and I also have things that I do on the side and I
> share things about my life with them and ask them about their lives so it's setting up that
> boundary of what's appropriate from a supervisor and what makes you seem like a human
> being cause I think there needs to be a balance between those…

On the other hand, while one Orientation Advisor might not want to be friends with the student

volunteers, some students revealed that they saw their OA as a friend, or had friend-like

qualities. This influenced the relationship between these students and the staff by breaking down

the power difference of these roles. For one student volunteer, she felt that the informal

characteristics brought more openness into her OA relationship:

> In the fact that it's informal I just kind of view it just goes. It was an opportunity for us to deepen our relationship I guess with our OA because the more, the more informal I guess a meeting is, it just felt like she was more our friend who we were talking to rather than our boss kind of thing. When you feel like someone's your friend, you can tell them about anything. You're more open about things that are going on or conflicts that may arise between FOC members…I felt like because we had experienced that informalness with her and because it was sort of viewed her as a friend, I think that was we were much, we were able to [be] open with her.

Another student volunteer described her OA as a very "laid back" person and someone who did

not get "caught up in the politics". This personality seemed to bond and relate with the student

volunteers who were working with the OA, as she said:

> Very very laid back. We would go, we would tell her even just silly things and [laughs] she was very, she was somebody that we could always go to with stupid things or funny things...she also isn't somebody to get caught up in the I guess the politics at all. She's very much like us, she's very laid back the whole time.

Orientation Advisors also had challenges with connecting to students but one OA creatively

strategized on building a relationship with her quieter students by simply changing the physical

environment. This may have allowed the student volunteer to be more comfortable in an

informal setting as well as it can alleviate the role differences outside of the OA's office space.

The OA revealed:

If I find quiet people, I find it hard to pull information out of them but I wouldn't not hire them based on that but I just find I don't need to spend extra time getting to know them and it can't be in an office setting, it needs to be like 'let's go for a coffee' or fake it and say 'hey come meet me at my office' but let's go grab bubble tea or something and get out of here because I find here in this office, they get nervous cause they see it as [S: Four walls] Yeah, yeah, and this way you need to get them out of the office to get to know them and I spent a lot more time getting to know those people.

Similarly, another Orientation Advisor noted that it takes longer to get to know a student volunteer who has a different personality trait. In addition, this OA compared the difference between personality types within her student volunteer team. Although she preferred to work with a particular type based on her personality, she adapts to her team's needs. She explained:

I've kind of gone from one end of the scale to the other end of the scale in terms of personality types that I've had on my team. So I've had people who were on as far as introverted as you can get and team meetings with them are like pulling teeth but then you have a one on one and they are happy to talk for an hour without stopping and I've had other teams where team meetings end up being 3 hours long every time because nobody will stop talking. So I think that in that it's really difficult to adapt every year to such a different team and their needs because I definitely work better with teams that are more on the extroverted side because that's where I'm naturally at. So it's much more difficult for me when the team has very different personality set than I do. Takes longer to get to know them and really like *get them*.

Personality traits influence the breakdown of role differences between staff and student volunteers. The OAs felt that their relationship with the FOC members was strictly professional, but still involved getting to know their student volunteers. However, the FOC members viewed their relationship with the OAs depended on the friend-like qualities that the OAs exuded. The more the OAs acted like a friend, the more connected and trusting the FOC members felt towards them. By having a connection, staff and student volunteers were able to be more open with each other, but most importantly, they saw themselves working together at an equal level without power differences.

4.2.3.1.2 Personality and the impact on the working relationship.

Another Orientation Advisor explained why she needed to intentionally connect with her student

volunteers. Not only was it important for her to understand her student volunteers, she wanted to

ensure that these students were able to approach her when issues arise. She said:

> …So I think knowing their personalities is really important. If you don't know their
> personalities or who they are outside of the FOC job or outside of being students, I think it
> becomes very difficult to connect with them. Yeah and I think if you don't connect with
> them, they don't really, I'm not going to say respect you cause that's sort of a really harsh
> word but I think they'll find it very much more difficult to come to you in the 11th hour
> when something's going wrong and because they'll be embarrassed cause they see you as
> their boss.

As a result of understanding her student volunteers, these students reciprocated an understanding

of her as an Orientation Advisor as well as respecting her time. Talking about the awareness of

consequences of missing a deadline, the OA explained:

> You'll see if they miss a deadline or something, they're very much more apologetic of like,
> 'I'm so sorry that I now I'm going to make you work into weekend to read this document
> because of me' versus before it would have been like 'sorry this is how it is kind of thing,
> like I'm a student'. Now I understand them, they understand me, they understand what my
> life's like..

Personality also impacted the planning process for an OA and her team. She compared an

extroverted team with an introverted team, which revealed the differences in large or small

meetings as well as how they shared ideas. She said:

> Last year's team was very, very extroverted. Two out of three of the team were off the wall
> [laughs] in terms of big ideas and planning and talking to hear their ideas and this year's
> team is much more introverted. So last year, I don't think I had one on ones with my team
> except for the beginning of term, middle of term, and end of term one on ones whereas this
> year most of the work gets done in smaller meetings.

In addition to individual personalities, student volunteers discussed the staff's perception of the

personalities or reputations of Faculties. A couple of student volunteers gave examples of when

staff members would treat teams differently according to their Faculty's personality. For

instance, one student volunteer revealed that one larger Faculty would have "lost their minds" to be treated the same way as a smaller Faculty, who were viewed as "be[ing] cool with whatever…[smaller Faculty] are really chill and calm and they'll be understanding of [staff member] doing this." He also felt that being a part of a smaller Faculty meant that they didn't matter as much as a larger Faculty. This may negatively affect the relationship between staff and student volunteers by having staff judging student volunteers based on what the Faculty's personality is perceived as and that some Faculties are more forgiving than others when a decision has been made. In another example, a student volunteer talked about their Faculty's reputation in the perspective of "upper management" and how it affected the transparency of communication between the FOC team and the staff members. He discussed that staff associated his Faculty's reputation as being "very belligerent", which influenced "upper management's" communication and plans moving forward with this Faculty. In his words, he explained:

> A lot of things are very not transparent. Things just take a long time to come out to us and when they do come out to us sometimes it is different. We're like we didn't prepare for that cause we thought it was going work the other way. There's a lot of things that work that way and also cause we're [Faculty] we have a culture, not a culture, we have a reputation of being very belligerent and against what the central people want to do. They're always the way they always seem to talk to us is like 'oh [Faculty], we know you want to do this and we know that you act differently but you just have to understand where we're coming from.' It's like, 'we don't, but [laughs] also, don't assume we're just doing it because we're belligerent. We have an established week that works for us and when you're going to change it, we want to know why and I don't think that's too unfair to ask'. There's a lot a couple of things where we don't find out about things until last minute and it's just interesting.

Individual and group personalities influenced the event planning and work relationship of Orientation Advisors and FOC members. By adapting to each other's needs and preferences as well as respecting each other's time, this also built a connection between staff and student volunteers. For the OAs, it was important to understand their student volunteers based on personality and how each individual worked in their role in order to harmonize the team. On the

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other hand, the student volunteers viewed their relationship with the staff in a negative light particularly when staff acted or decided on an issue based on the Faculty reputation that the student volunteers belonged to. The overall assumption about these Faculties frustrated the student volunteers but they also sought more transparency in both communication and decision making from the staff. In order to work smoothly together, a foundation of understanding and respecting each other's differences needs to be built and maintained through transparency in actions.

4.2.4 Leadership and trust.

This next theme will demonstrate the leadership behavior of the Orientation Advisors and the effects of trusting their FOC members to carry out the projects. Empowerment through staff leaders was talked about by many student volunteers, which led to motivation to achieve the goal they set out to do and built trust between the staff leader and volunteers. Further, the leaders who engaged in a participative decision-making were able to engender more trust in their relationships as the students felt like valued members of the team. In turn, when students felt trusted, they were motivated to work hard and succeed in their projects and didn't want to let the staff down:

> I mentioned it before and I really think us four as a FOC team were well respected and well thought of within the group of FOC... I think that she could trust us. I think it worked out. But that trust and that responsibility and that empowerment really made us work harder for [staff member].

More specifically, he proposed an idea to his OA and "upper management", which was pre-approved. By having staff agree with his idea, he felt empowered to carry out this project. He described the situation:

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I had approached my FOC team as well as [staff members] and said, 'hey I want to spend $2500 on this tent' and that's a massive portion of our budget. They agreed with me but then said, 'okay figure it out how to do it'. They gave me the okay but then they said, 'you need to figure out how to do it'. So I was, that was really empowering. It was 'yeah okay, they agree with me, great!' Once again, that whole expectation idea came in, in that, okay I've told them I want to do this, now I gotta make it happen.

Lastly, he described how this trust was strengthened through actions rather than words. In the end, he showed "upper management" that they could "be hands off and [FOC team] still would get it done."

Another student volunteer felt that having staff "shoulder watching" could "hinder creativity." In other words, when staff would exercise control on these students, the students felt that they couldn't express their ideas. Therefore, this particular student regarded empowerment to be a way to let student volunteers know they were trusted in what they were doing. She said:

I really think that the way that [OA] handled it was great, that she empowered, I think that a staff member should be able to empower their students to do the tasks that they've been given. They can't have shoulder watching [students] all the time, it's pretty difficult when someone's watching you just because you feel the pressure to do things and I guess that hinders your creativity as well especially with something like Orientation Week, you want creativity in your week.

Even though student volunteers did not want OAs to "shoulder watch" them and their projects, it was a different scenario for another FOC member who did not have an OA presence as much as previous FOC members have expressed. This particular student volunteer found that she needed to understand the work style of her OA in order to justify the OA's lack of leadership within their relationship. She revealed that leadership impacted the trust she had for her OA based on the amount of action her OA had taken. She revealed:

Although there was kind of we just started to understand the way [OA] works towards the end of it and then that's when we could kind of trust the things were going to happen. In the beginning it seemed like we would ask for something to get done or we would ask for a response and there would be nothing and so then you know, how could I trust this person who's not getting back to me? But once you kind of figure out how things.. how she worked and that she in time should accomplish things then we kind of started to be able to trust her.

One student introduced an "empowerment structure" which emphasized giving the tools and resources to guide the Orientation leaders and to ensure that they are able to carry out their roles and run successful events. After he explained the entire tier-like leader structure, he wished that this was implemented at the "upper management" level.

You're here to give us the tools and make sure that we can run the week and we are here to help our directors and make sure that they knew what they want to do. It's very much like I've always seen it as very "empowerment structure". [Upper Orientation Leaders] are there to help the [Lower Orientation Leaders] be better leaders of the first years. The [Leaders] are there to help the Frosh step up and be their members of the University and like FOC are there to help make sure [Leader Committee] has what they need to do what they want to do and then the [Upper Orientation Leaders] are there, you just have their resources and the event directors are able to run their events in the times that we promise them. We're very much like "you do your thing, we'll make sure you can do it". It would be kind of nice if that's how it worked [with "upper management"].

It was evident that student volunteers felt empowerment, a sense of fulfillment, and confidence when they were trusted. In particular, one student volunteer wanted the consistency of ensuring that the staff leaders actually had the tools and resources to empower their followers and desired that this philosophy or "empowerment structure" be set up within the entire organizational structure including "upper management" and permeating through to Orientation leaders. Student volunteers had a clear sense of when they were trusted by their OAs and were motivated to achieve success in their projects when this trust was present.

4.2.5 Mentorship.

The Orientation Advisors were portrayed as mentors and demonstrated role model characteristics. The OAs were able to support their student volunteers by advising and guiding them through "tougher times" as well as being available for students to ask them questions. Additionally, the OAs revealed that they made time for the student volunteers and encouraged them to engage themselves through this FOC experience. These mentorship efforts enabled deeper connections through the relationship and further facilitated trust between staff and student volunteers.

One student described her OA as someone to talk to, to guide, and to mentor the FOC team through the "tougher times." This positively supported the relationship between the student volunteer and her OA, not only with Orientation related stressors, but also it affected the student's life outside of Orientation. With an OA being there for the student volunteer, the student felt supported and could re-focus on Orientation related tasks. She explained:

> I feel like [OA] is a great person to kind of go and talk to. If you need, I feel like even if I was really stressed about something outside of Orientation Week that it's affecting how I'm dealing with stuff in Orientation Week, I feel like I can go talk to [OA] about it cause she is suppose to be there to guide us and mentor us through the tougher times and stuff if we need it.

An OA reciprocated this student's perspective and felt that being in her position meant that she was a "friend who they trust and is older that they can get to say, I've been through this before and … I kind of feel like, it's more like that relationship and less like being a staff member." Another Orientation Advisor illustrated her "model" behavior in that she makes time for answering her FOC member's questions by setting an expectation of, "respond[ing] to all of their e-mails within 24 hours." She revealed that this was one of her values working as an OA. Other values include "keeping things confidential" and ensuring that meetings are inclusive which

plays a large role in developing and strengthening trust in the relationship between her and her FOC team. Similar evidence provided by other OAs demonstrated that mentor-based investment in student volunteers created strong foundations for collaboration as students perceived that OAs were committed to them and to working well together.

4.3 Dynamics of Collaboration

The nature of the Orientation planning process required collaboration between the Orientation Advisors and FOC members. There were several factors that influence their experience of collaboration and the meanings associated with this practice. This next section will address these factors and demonstrate how they influence collaboration. The factors included: setting goals and expectations, depth of relationship, role commitment, knowledge and experience transfer, balance in discussion, and equity.

4.3.1 Setting goals and expectations.

Staff and student volunteers took part in setting goals and expectations related to their working relationship with each other and on their own. Overall, staff aimed to satisfy both the student volunteers and the upper management who supervise them. Student volunteers have similar goals to satisfy their OAs as well as their Orientation leaders. It was clear that managing goals and expectations from multiple parties was a key aspect of collaboration for both students and staff. Setting expectations came from both OAs and FOC members and open communication was key to developing these expectations.

Some Orientation Advisors talked about the goals that they had each year working with a different FOC team. One OA expressed that she wanted to help the student volunteers feel that they "gained something" in their roles. It was important for the OA to help her students grow because she hopes that they will continue taking on leadership positions after an overwhelming

Orientation experience. This OA's goal impacted the relationship with the student volunteers

because it focuses on their future outlook and journeys after Orientation ends. She elaborated:

> Cause like to me even if it's not an explicit goal of the FOC coming into the
> position, I want them to gain something through the position when they get to the end of
> the position in October, I want them to say 'yeah, that was a great experience and I was so
> glad I was able to do whatever'. I don't particularly care what that whatever is but I want
> them to look back and feel positively about it and say that they were well supported and
> that they gained something and that they would want to get involved again in the future or
> that they want to look for that next leadership opportunity because I heard from a lot of
> FOC both from when I was FOC and since then when I've been supervising them, that it's
> easy to burnout in the position because there's a lot of work and when there isn't enough
> support, it can just feel overwhelming and that you end Orientation Week and you've
> worked 80 hours in a week and you just don't ever want to touch Orientation again. So
> that's not something I want..

Another Orientation Advisor commented on her goals and how they affect the people above her

as well as her student volunteers. She reflected on the challenges of being pulled in different

directions from her and her student volunteer's perspectives. This impacted the relationship in

that the goals of the people above the OAs wouldn't always match the goals of the FOC

members. As being positioned between these two groups, she felt that she was passing down

information to her student volunteers, which may lead to believing that she is controlling the

decision. She explained:

> ..I'm really hoping that I can help [FOC] meet their goals but also making sure that I meet
> the goals of the people above me as well... I feel like I'm kind of the reasoning behind why
> certain things can't, don't happen during Orientation Week. So if they have an idea, it's my
> job to say yes or no, and if no, why? That's kind of how I am the message giver of the
> upper people so I mean I've only been in this role for 2 years... So it's really a huge
> responsibility for [FOC members] but I also think that they're also having an internal
> struggle themselves because they're being told or I'm sure they sometimes feel like they're
> being told what to do for me which is you know, it's the truth I kind of have to guide them
> but I'm sure that they have their own ideals or ideas from people below them like leaders
> or coordinators and their own dreams and aspirations so I feel like they're also pulled in
> different directions and yeah it's definitely a hard job for them..

One student volunteer also talked about meeting expectations and the happiness of her OA. It

seemed that she sought approval from her OA for the ideas that her team offered, while being

aware of how her OA may respond to the ideas. She said, "You kind of have to think about the way they think and make sure that you met their expectations so that you can kind of get what you want while making them happy about it."

Setting expectations was a result of having open communication. Having OAs and FOC members establishing this early on started to create an understanding of each other and how the team would work together. To ensure that everyone is on the same page, these following participants explained how they explicitly communicated their expectations. As a result, trust and a culture of openness emerged in their relationships.

Some Orientation teams set their expectations through communicating each other's needs to minimize confusion later. In order to work well together, one OA addressed expectations to confirm with student volunteers that they, "understand their role very clearly from the start. I don't want them to get involved in something that they don't understand fully." This may also mean that the OA wanted to check into how committed the student was to their volunteer position and for the OA to iron out any misunderstandings. To create this relationship between the OA and the FOC members, the OA stated: "a lot of the beginning of the position is building kind of that trust and knowledge of each other." Another OA expressed similar thoughts:

> Responding to their needs when they send emails, I think that that's very important to them. But just sort of creating that relationship right from the start in terms of whether it's weekly meetings or checking in with them all the time and having a combination of sort of formal and informal discussions.

Orientation Advisors also acknowledged that they needed to communicate the expectations of their own roles. They suspected that this may lead to building trust with their student volunteers. One OA explained: "I think for me part of it is clearly communicating my expectations I think has to do with trust so that I let them know what they can expect of me."

Addressing issues right when they come up was a common expectation that OAs and student volunteers had for each other. In the OAs perspective, things needed to be, "addressed in the moment and not left to linger." Similarly, another OA was more explicit in the way she communicated her expectations:

> I think that I haven't had an issue with trust with this team at all and I think it's because the very first day I told them basically, pardon my language, but I said 'I don't deal with bullshit so just tell me the truth, let's sort it out, if there's something going on where you can't meet a deadline, tell me, don't come to me three days later and tell me, I couldn't do it'.

A student volunteer, his FOC team, and his OA established a culture of openness right from the beginning and were aware that, "open communication was key."

Setting goals and expectations was a theme that impacted collaboration. Orientation Advisors set goals with their student volunteers as well as with people above them. The FOC members similarly experienced meeting the goals of their OAs as well as their Orientation leaders. This affected collaboration because OAs and FOC members were constantly thinking of other stakeholders that would be affected by the decisions they made together as a team. Some OAs disapproved of plans and acknowledged that this may lead to student volunteers thinking that their ideas are not good enough or that the OAs are taking control over the FOC member's planning. Collaboration was more effective and beneficial for both parties when OAs and FOC members set their expectations early on. Both parties identified that open communication and addressing issues right away was crucial to setting the tone and the culture of the working relationship.

4.3.2 Depth of relationship.

Orientation Advisors and FOC members openly discussed their relationships with each other, and illustrated the wide spectrum of the connection between them. First, a connection may have been established before FOC members were 'hired' for their roles. Second, if topics relating to life outside of Orientation were explored, this brought the connection to a deeper level. By understanding each other in a different capacity, this brought these two groups of people closer together, especially when members of the team were experiencing personal difficulty. This led to building trust and a more positive atmosphere where people felt comfortable and enjoyed working together.

To start, a number of Orientation Advisors worked within the areas of student engagement within their Faculties. This may have given them the opportunity to get to know many student leaders through different leadership roles before hiring them as FOC members. If these students worked with these Orientation Advisors before getting hired as FOC members, they had already started to build trust and the relationship itself early on. One Orientation Advisor described why she hired her team of FOC members based on what she had previously observed:

> Almost all the students I've hired as FOC I have known previously in other roles and I've, I mean I hired them because I trusted them. I feel like my trust towards them was always there... These are the people who when they said that they were going to be in an event, they always did. They never backed out at the last minute. So when they applied for FOC that I knew those things already about them. That they were students that I had seen interacting at Open Houses and seeing the way that they present themselves…I'm also quite trusting so I would say that until someone proves otherwise I assume that I can trust them and they will do their job that they're suppose to do. I don't know, I don't know if they do trust me but I guess I just assume that they do because I haven't done anything to prove otherwise.

This OA's confidence in her team members was strengthened through the student's behaviour and leadership quality demonstrated at previous events prior to Orientation. At this point, the

students have proved that they had what it takes to be in those positions and the OA was able to give them the opportunity for a higher leadership position. Another OA commented on the growth of her students from other events until they reached the FOC position, which seemed to satisfy her. She said:

> I've known every student through other connections that I work with at my job so when they come into the FOC role, it's just an opportunity sort of build those relationships and you know, build on whatever we've worked on before, and sort of I have a sense of how they work and their style and it really allowed me to see their growth.

Besides seeing the student volunteer's growth, an OA suggested that the size of the Faculty played a role in initiating and developing their relationship with each other. This also influenced their relationships as they evolved into friendships and she expressed:

> I think I have a very different approach than the other Orientation Advisors cause I am so laid back, because the faculty's so small that they already usually have a relationship with them and it's more of, I would say, it's more of a friend.

A student volunteer echoed this friendship relationship with her OA. This made it easy for FOC members to work with someone who they knew from before as well as "respected" and was "very laid back."

Another student discussed the friendship relationship between his OA and himself, but quite differently than the other student volunteer perspectives. He described the relationship with his OA on a scale to measure and noted that the use of language was quite different between staff members and his friendships. He characterized the relationship with a number to denote the level of trust within friendships and said that with friends outside of Orientation it would be a "10" and with staff members it would be a "2 or 3." Also, language played a role in differentiating the levels of, "communicat[ing] very subtle emotions." Since he viewed the relationship with staff as less of a friendship, it was difficult for him to be "personable" with his OA. Additionally, he described small talk, such as asking about how everyone's day went at the beginning of each

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team meeting as "artificial moments". These moments were times when he didn't feel like a genuine friendship but strictly a professional work relationship.

Besides the connection that students and staff had prior to working together on Orientation, there were other ways to facilitate building a relationship after FOC members were hired. Many students and staff felt that it was important to connect with each other's lives outside of Orientation. Meetings served as the opportunity to host conversations varying from "strictly business" to sharing personal stories. Whether the topics were about the weekend, student's academic life, or family life, it built a bridge towards connecting on a deeper level than the surface level of Orientation Week planning. The following are perspectives of Orientation Advisors and FOC members expressing their connections within this relationship and how it may have influenced their collaboration.

One Orientation Advisor participated in activities with her student volunteer team to get to know them outside of Orientation. This theme builds on the findings noted in the section above, but provides specific examples of how the participants found meaning through deeper relationships. This OA emphasized that she wants to portray herself as a "human being" and not just their "boss". She held one-on-one meetings with her students off campus but made sure conversations were not Orientation related. She stated: "The one on ones that I have with them off campus usually over coffee or hot chocolate or something and it's not, 'This is what you should be doing' it's, 'How's school going? How's work?" Similarly, another OA was more specific when she explained why she wanted to get to know her students outside of Orientation planning. Through hosting one-on-one meetings, she discovered what was going on in her students' lives. This OA was able to plan around adapting and changing Orientation planning to

offer the support that her student's need individually and as a team. She revealed the details of a

typical one-on-one meeting outlining what was "going on behind the scenes":

> I'll specifically say once a month that I want to see each of them to see where they're at, see how stressed they are, see how schools going, any other issues that are happening in their whole life and just try to do a check in to see. Is there a reason why they've gone M.I.A. for the past couple of months? Is there a reason, how's the other team feeling about everyone on the team. You seem to get a better grasp on what's going on behind the scenes that way. [S: What do you usually get from the one on ones?] I find one on ones better than group meetings. I know some faculties will do group, team meeting, Tuesday at 7pm, they'll meet with their whole team. I don't find those as useful because nobody tells me what's really happening. They'll just, I'll be kind of dictating to them, you know you need to do this, this, this and this and then I feel like I don't even know how much they're actually articulating if there's like that's an impossibility because they are afraid of saying you know, 'actually I'm really busy during that time' and if there's any issues behind the scenes that would cause them to not be able to fulfill that requirement by that date. I find they won't tell me, where the one on one meetings will say, you know, 'I have something going on with my family right now, I'm travelling back and forth to Toronto, could I have an extension on that?' It's more of a private thing and then I can just say, the deadline has been extended for this until this date and I don't have to single out the person…

This demonstrated that the OA was able to lessen the potential issues surrounding the planning

process of Orientation, which her student volunteers may endure as a team if the students weren't

able to reveal a private issue to the group. Additionally, this supported the individuals and the

team, but also kept the Orientation planning moving forward. Later on, she illustrated her hands

on approach when an issue came up with her team and took the matters in her own hands. To

fully support her students, she collaborated with them to finish the assigned work. She stated:

> I think it's made both of our jobs a lot easier cause I know 'okay, listen, [something personal happened], we need to back off them and what were you working on, pass it over to me, I'll, I can deal with this for now' and I also take on more of a role of things that are not micromanaging them. If they allow me to take on that paperwork, I'll do it myself and I'll just then give it to them for review kind of thing so we're kind of working more collaboratively I think this year so it's good.

> From a student's perspective, one student volunteer expressed that trust emerged from his

OA engaging in conversations with him on topics outside of Orientation planning. He said: "She

asks us how our days were and that sort of thing and it's useful for her I think just getting to

know someone that I think trust comes from knowing someone so that would be my personal

view." Another student appreciated the "little gestures" that her OA did for the team as well as

asking questions beyond Orientation. This offered the student another side of her OA which is in

line with getting to know her OA's personality and that her OA is not just strictly business. She

revealed:

> She was like 'okay, well I want to meet with all four of you in person' so we actually had
> a dinner meeting on Monday… so she got brownies as like a surprise. So it's like the
> little gesture. She does a lot of like little gestures that are really sweet and then whenever
> she sees that she's kind of just like checking up on how we're doing. She's always like
> 'how's school going' and stuff like that..

During meetings, the culture surrounding when and what kinds of stories were shared

impacted the planning experience for some student volunteers. For one student, it was about the

personal topics during her meetings with her OA that made her feel more connected in this

relationship. These conversations were "not always strictly business" as her OA tells the FOC

team stories about her family. She expressed the value that this brought to her relationship with

her OA:

> Personally, I think I like those things. I know some people might not be as open to it. But
> like, I feel like the better if you're working with a group of people that closely, the better
> you can get to know them and like the more personable you are with them, it just makes
> things easier cause if you're just business all the time then it's like 'oh now I'm going to go
> see this person and the only thing I could talk about is Orientation Week' given if there's
> other stuff from your mind.

She also talked about how it was "nice" to share stories with each other because it was, "a

mixture of talking about Orientation Week stuff" and taking, "little breaks and little detours,"

which relieved them from the "heavy logistical stuff." Sharing stories were also evident during

both of the participant observation meetings, and I was able to see how these conversations

reflected the depth of relationship between staff and volunteers. The following excerpt was extracted from one of the field notes:

> The group reassembled from the swag shopping and the Feds OA facilitated a conversation of giving updates on personal lives through "highs and lows of the week". Random students start sharing their stories. Students are easily engaged with the speaker, their peers, and they share stories around the 'student life' including studying, being on a work term, and what happened on a weekend. Laughter, eye contact is present but more attention is paid when speaker shares something very personal, evident with group being silent. Most of the topics are different as students celebrate achievements (e.g. getting drivers licenses) through hand clapping and cheering. However, achievements involving passion wasn't celebrated as much (e.g. implementing compost initiative), and was shown through minimal responses from the rest of the group, then moving onto the next student. Sharing woes such as when a student wasn't able to do a task for school or when something didn't go as planned in their life, was seen to be amusing to the group. (Participant Observation Notes, Everyone Meeting: May 27th, 2014)

The student volunteer's reactions to each other's personal stories created an opportunity to get to know each other. Although only a couple of OAs were present at these "Everyone Meetings", those who attended shared their anecdotes with the entire group, instead of only with their own FOC team.

Together, the different perspectives shared by the participants and through my own observations demonstrated the scope of the relationship between staff and student volunteers. Some Orientation Advisors and FOC members had the opportunity to meet each other through other Faculty events prior to Orientation, but teams continued to build on their relationship within Orientation. Staff and student volunteers expressed the various ways of getting to know each other and why this was important. The OAs showed their student volunteers aspects of their personalities and managed to support their student volunteers when personal issues arose, despite whether this was in line with their own personality traits. Whether it was a team meeting or a one-on-one meeting, enhancing the depth of the relationships developed trust and a better

understanding of each other. Meetings served as a way to share stories to relieve the heavy

planning for Orientation, which brought the teams closer together.

4.3.3 Role commitment.

The student volunteers revealed that the staff and student volunteer's role commitment,

or how personally invested they were to Orientation, played a major part in their own

experiences and the meaning they found in collaboration. First, the staff's passion about

Orientation inspired the student volunteers to be just as passionate as they were. One student

volunteer expressed:

> I think it's just the fact obviously people like [staff members], they spend hours and hours
> a day working on Orientation and I think it just shows how passionate about it that they
> are. They obviously really care about Orientation. They care about the school, they care
> about the incoming first years and they work incredibly hard to make it all worthwhile for
> them. They also work really hard for us. They make contacts for us and help us keep
> things on track and everything like that. So I think working with people like that is just an
> incredible learning experience. Cause you just see them and you're like 'holy cow, this
> person is incredible at what they do and they obviously love it' and they're just so into
> their role that it makes you want to be into your role just as much because you're like
> 'ohh I just work with these incredible people'…I think it's just incredible to see how
> much they love it, and how much effort they put into it every year..

For another student volunteer, the experience was the opposite with her OA. The lack of role

commitment from her OA led this student volunteer looking elsewhere for support and advice.

This led to an absence of collaboration when there was no longer a mutually supportive

relationship. The student volunteer shared:

> ..[OA] took a lot of vacation and unfortunately they were pretty untimely vacations in
> terms of things that we were doing for the week so she would go on vacation for like the
> week when we had a lot of paperwork due and we ended up doing a lot of the time was
> going to her boss…We ended up going to her because Becky was really timely with her
> emails and she knew what was happening. Where it seems like [OA] would take a week
> or two weeks before she would get back to us about anything. So it was really frustrating
> because a lot of the time we felt that she was holding us back in the process because she
> would just take so long to be doing things and I can understand that things take time to be
> done when you're talking to the Dean and when you're talking to people who are very

busy but that wasn't readily communicated with us. We felt that a lot of the expectation she had for us were being upheld on her end.

Other than the Orientation Advisors proving their investment into their roles, student volunteers felt that this was a large commitment to fulfill. One student volunteer understood this commitment before applying to this position, however, she wanted the staff to respect the student's life outside of Orientation. She felt that more respect was needed with regards to the student's attempt to balance their personal, school and Orientation life. By understanding this part of the student volunteers' lives, OAs would be able to increase the positivity in the student's volunteer experience. This student volunteer described:

I was just really hoping that they would respect us and respect that we were students and we did have other commitments, other things going on. It's not a paid position. It's a huge commitment so I was hoping for the respect that I'm busy, I don't have a lot of money. I need to try and balance my time to get another part time job on top of full time school and a 40 hour volunteer commitment.

Role commitment was apparent to students whether it impacted them positively or negatively. Passionate staff members influenced the student experiences in a positive way, however, negative experiences were felt when OAs were not actively engaged in the planning of Orientation, or did not understand the student's life beyond Orientation.

4.3.4 Balance in discussions.

This theme explored the reciprocity or "give-and-take" within the discussions held between Orientation Advisors and FOC members. It was important for OAs to acknowledge their actions and how they conversed with their FOC team because it affected the response that they gave back. A balanced discussion was supportive and conducted by both the OA and the FOC member equally. From participants' comments, it was clear that unbalanced discussions lacked true sharing of ideas but instead were conversations that intentionally avoided potential disagreements.

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The balanced discussions came from supportive relationships. One Orientation Advisor explained this relationship with her FOC team and their ideas that they had come forward with. Her tone delivered an opportunity to discuss these ideas with her FOC members instead of completely shutting them down. She said:

> I would say almost every decision and I've never had them say anything totally irrational but I've almost always said 'I support you and I will do that but we will see what that looks like, but that may not be you getting exactly what you want but I still support you because you're my FOC and I'm your advisor, that's my role.'

Other teams openly shared ideas with each other. Sometimes, the Orientation Advisors heard ideas, which were not probable, and noticed the ideas recycling each year with a different FOC team. One OA also tried to not shut the ideas down, but instead emphasized on talking to her team to understand the root of the idea. Together, they talked through the idea and figured out a solution as a team. She explained:

> I often try to not, they often, and some of the ideas have already been tried. Students have already brought them up in the past. Things have already been tried so not wanting to shut them down right away but kind of be like 'okay let's talk about the logistics of how this might work and where might we run into problems if they have to go fill out the food form for somebody's thing' so trying to talk through like why the idea's might not work and that's how I try to always do … trying to have them figure out why things might not work cause it's better to not tell them but more advise them through the whole process…It's very good to talk through like 'okay so this is the big idea, what other ideas could work and then let's figure out as a team what you will go with.'

Another Orientation Advisor described what it meant to disapprove her student's ideas as well as her strategies on providing guidance to her students. In her perspective, when FOC ideas are turned down, it leads to putting them in a "defensive" position. This may make them feel like they're not "producing good ideas or high quality ideas." Instead, this OA "tr[ied] really hard to hear everything they have to say.." and "pitch[ed] a couple of questions and sa[id] 'can you think about how you would respond to this, this, and this situation and then come next week and discuss that in a little more detail." These questions would ideally guide her student volunteers in

a new direction, which will avoid leaving the conversation at a dead end and continue to move forward in planning. More specifically, she gave an example of guiding her FOC team and directing their energy into one idea while using her resources to find out if the other ideas would work out. Instead of "revoking" ideas similarly to what was discussed above, she was "cognizant" to what she told her students:

> So giving him that direction to put his energy into and saying 'hold off on this other one until I can get you accurate feedback so that you're not making decisions and needing to revoke your decision'. I am always in very cognizant to tell them when I need more time to think, give them a direction to work on in the mean time..

Student volunteers reciprocated the perspectives of the Orientation Advisors. One student volunteer expressed how both his OAs were open to his team's ideas. They both responded with, "'this is a good idea' or 'we can try to make this work'" and were, "willing to help [FOC team] figure out how to do [this idea]." Comparably, another student volunteer described her OA's reception of the FOC team's ideas, which contributed to the FOC team enhancing their ideas and plans. The FOC team responded by taking their OA's advice and, "a lot of the time we try to make [ideas] better and try to make them work within [OA's] understanding of Orientation Week coming from the [Faculty's] Undergraduate Office."

On the other hand, there were times when it was clear that student volunteers did not have balanced discussions. A couple of student volunteers provided examples of when ideas were not mutually discussed, and the opportunity to share ideas were not welcomed. First, one student volunteer felt that staff would look for "loopholes" within initial ideas that she pitched:

> Sometimes it's like we really have to show a really good argument right? [S: On why you want to change something?] Yeah. Cause she's so adamant at like looking for the loopholes and maybe it's because she's been doing this for so long but it's kind of just like we haven't had a chance to go through the nitty gritty details because it's still an idea and we want to make sure we can do it before we spend all that time to go through it in that way. But it's just like, she'll find all these loop holes and I'm just like, 'relax, we haven't thought about this 100% yet'.

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This student volunteer felt that ideas had to be solidified and justified when presenting them to staff which may discourage or create a hesitation to share ideas. Another student volunteer was frustrated with the process of getting ideas approved, which also led to giving up on suggesting new ideas for Orientation. She described her experience as being treated like "children" when ideas were deemed unsafe. Ultimately, this led to deciding to avoid conflict with potential disagreements with staff. She stated: "at some point it was just easier to do what had always been done because well it was allowed last year, it will be allowed this year, [FOC team] don't feel like fighting."

Together, staff and students contributed to conversations equally and staff purposefully understood why the students wanted to do things a certain way. The FOC members were receptive of their OA's strategies and felt that discussions were relevant, purposeful, and constructive. When a problem surfaced, staff were willing to work things out through advising, probing, and providing additional resources to help the student volunteers. This led to positive experiences, which allowed collaboration to happen. However, a lack of discussion of ideas from one party prevented collaboration and left student volunteers not wanting to share ideas to avoid disagreements.

4.3.5 Equity of treatment.

This theme uncovered the equity of treatment for student volunteers and their teams. The data demonstrated that staff focused on FOC teams who were experiencing problems compared to those who were on track and organized. In contrast, those students who were on track and organized were the ones who felt neglected. Not only did this affect the relationship between the staff and these particular students, it impacted tasks and the planning process. There was also an imbalance in the relationship between the faculty Orientation Advisors and their FOC team

because these OAs also worked with other students outside of Orientation as a part of their job positions.

A few student volunteers felt that "upper management" had a priority level of assisting students with answering questions and providing feedback on Action Plans. This imbalance led to frustration; however, positive views such as feeling trusted by OAs were also present. For example, one student volunteer stated: "It was a little frustrating because I felt like we were a little lower on the priority list but at the same time I knew it was because we were doing a good job." Another student volunteer stated that he noticed staff members were, "putting out fires" or resolving conflict on other FOC teams, but he felt trusted. He said:

> [Higher staff member] spent a lot of her time putting out fires on other teams and kind of spending her attention there and really sort of gave us free reign because she thought that she could trust us.

This trust was "hinted" at students who were not getting feedback on their Action Plans from "upper management". One student volunteer explained that her OA reassured the FOC team that there were other conflicts that needed to be placed on a higher priority than theirs. She elaborated:

> We were all really responsible. We all hit the deadlines on time. So [higher up staff] did kind of hint that 'if you don't get this back on time, don't worry it's because we trust you to, to do the events just fine'… [OA] told us because I went to her a few times and like four months later got like, 'so I was suppose to get this action plan like five months ago, is there a reason for this?' and she said, 'honestly, don't worry, it's just because you guys are doing a great job and you're kind of lower on the priority list because they want to focus on more on the people who are having problems or aren't doing as well.'

Though this OA was supportive during the feedback process, the student volunteers also experienced consequences of not receiving feedback in a timely manner. One student volunteer felt that the slow feedback left her team with a tight deadline in the end to edit their Action Plan.

She felt that this was unfair since other teams had more time to work on their documents and an extension for her team was not given. She described this frustration:

> So beginning of July rolls around, we still didn't have any of our feedback, back from our preliminary action plans, continue on a few weeks, we got our information back, the first week of August in terms of this is what you need to change, so we were extremely frustrated because it had been almost two months before they gave us feedback and said 'this is what you need to do' and then like 'oh we need those in a week'. It's like, you're suppose to give it to us two months ago and now you're not going to give us any extension so that was very frustrating because we were trying and we had a very good FOC team and we really wanted to do things the way we were suppose to, by the book, and so that was extremely frustrating..

Other than "upper management" focusing on other FOC teams, there was a similar imbalanced relationship between the OA and their FOC team. As a part of their job on campus, the OAs had another group of students outside of Orientation to work with. Though the imbalance was not as severe, a student volunteer still noticed that her OA may be, "busy doing a lot of other things within the undergrad community." The student volunteer still trusted her OA but acknowledged that her OA may be giving the FOC team more autonomy since, "[OA] is focusing on others who may, she may view as needing more assistance."

The student volunteers expressed that they felt an unequal relationship with staff between the FOC teams. This had consequences such as a slow feedback process, which led to tight deadlines for revisions. These student volunteers sought attention and any communication that made them feel included. Other than staff within Orientation who may have focused on different FOC teams, some student volunteers also noticed that their OAs spent energy on faculty communities, which led students to believe that they were doing well but other groups needed more assistance than they did. This led to staff thinking that student volunteers who didn't need as much help were fine on their own, but the student volunteer's perspective suggested that they lacked the attention and sought reassurance with the staff on their Orientation work.

4.3.6 Knowledge and experience transfer.

In their new roles from the overall transition, the Orientation Advisors needed to learn the foundation of Orientation such as the history of Orientation, event logistics, and how to build strong student volunteer teams from other staff members, especially those with years of experience prior to the transition. The OAs appreciated these experienced staff and recognized that their relationships with them would enhance their own knowledge of the Orientation planning process. One staff member described these mentors who have a lot of Orientation experience and referred to them as "dinosaurs", albeit in a positive light: "She's been around since the beginning of time. She's like my dinosaur and so it's good to have somebody like that in your back pocket." A student described this wealth of experience as a "pulse" that keeps Orientation alive: "She really does have her finger on the pulse of Orientation." Another student recognized the dependency the team had on the "invaluable" experiences of these staff members and demonstrated her appreciation for those staff:

> We probably wouldn't have gotten through much of it without [staff members] because I think their experience is just invaluable. They have so much experience and in Orientation and ordering all that swag and they really, they drove Orientation and I really don't know what we would've done without them.

An OA echoed these views and felt that working with experienced staff provided an important learning opportunity as staff are able to draw on the history of the event. Eventually, this would impact the student volunteers in advising or passing down information:

> [Staff member] is just like the end all be all of Orientation. You can give her a call and ask her why we don't do something and she can say 'oh well back in 2002, like this is why we don't do something' so I think I'm just kind of learning off of her for as long as I can.

Another OA also described this learning opportunity and was able to acquire knowledge to help plan Orientation events as well as build her relationship with the student volunteers after the transition of becoming an Orientation Advisor:

I think that was a big thing in the past where we knew what happened in our faculty, but we didn't really know or understand all the details of the big picture and yes, a lot of that is still managed by [a staff member] and now some by the Student Success Office but now we are knowledgeable to know that and we can answer the questions of our FOC team as opposed to just being 'go talk to [staff member]'.

As the Orientation Advisors were given more of a leading role, they were also responsible for relaying information that influenced their FOC teams. However, students noticed this transition by acknowledging that their OAs did not have all the information and their questions moved up the chain. A couple of students illustrated this chain starting from an OA level to upper management:

If we don't know, then we usually ask [the OA]. If she isn't sure, then she'll usually ask [other staff members] and then they'll let us know…Usually [staff member] is the one who has the general answers or first we would always try [the OA] or whatever Orientation Advisor was available. Quite often they would say, maybe not quite often, but with whatever they couldn't help, it would be because 'oh [staff member] knows that' or '[staff member] knows where that is' or '[staff member] could probably help you with that.'

The experience and knowledge transfer from experienced staff were essential for Orientation Advisors to carry out the responsibilities of their role. Student volunteers also expressed their dependency but also appreciation of these staff member's experiences. Staff and student volunteers were better able to work together on the event planning process with the support of experienced staff members.

Chapter 5: Discussion

The purpose of this study was to explore the experiences and meanings of collaboration as well as the nature of the relationship between undergraduate student volunteers and Student Affairs staff. Through interviews with staff and student volunteers, the findings from this research suggest that while FOC members (student volunteers) and their Orientation Advisors (staff) experienced a close and collaborative relationship, there were several organizational factors such as structure and leadership that also impacted their experience of collaboration, ultimately influencing student volunteer-management relationships. The findings also reveal the dynamics of collaboration including factors that influence how well the staff and student volunteers work together and how they experience meaning through their interactions. The following discussion will draw on the research in Student Affairs, organizational management, leadership, and student volunteering to connect the literature to the particular findings of the current study. The complexity of Orientation and the types of relationships that are created to make this program happen will be highlighted through the discussion.

5.1 "Helping students adjust to a very new portion of their lives"
The experiences of student volunteering

The experiences of student volunteering varied between the student volunteers and the staff's perspective. For the student volunteers, there were many reasons why they chose to be involved with Orientation. First, students acknowledged that volunteering was a leisure activity and was facilitated outside of the classroom. Students used this leadership position as a way to be involved with the school beyond just taking classes, or as extracurricular activity (Thompson, Clark, Walker & Whyatt, 2013). Handy et al. (2010) suggested that there are two main classes of volunteer motives: altruism or utilitarian. This study found that these particular student

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volunteers in this context had primarily altruistic motives. The experiences ranged from having a terrible Orientation Week and wanting to help plan the week so it does not happen to the incoming first-year students, to having a great Orientation Week and wanting to pass that onto the incoming first-year students. Other student volunteers felt the impact that Orientation Week had on first-year students and wanted to facilitate that change. The student volunteers did not have motives such as enhancing one's resume or making contacts useful for paid employment (Handy et al., 2010). Rather, they mentioned that being involved as a leader helped with creating connections to other students, which is consistent with Holdsworth's (2010) research. Other research has suggested a third category of motives for volunteering that focuses on social motives (Cappellarri & Turati, 2004; Hustinx, et al., 2005). This was also a main reason that student volunteers signed up to be an Orientation leader. Many students became involved because their friends were applying to be leaders, were already leaders, or had encouraged them to be leaders as well. This aligned with previous research, which notes the prevalence of social motives among volunteers who get involved because friends or colleagues do (Cappellarri & Turati, 2004; Hustinx et al., 2005). Relatedly, some students wanted to volunteer in order to enhance their personal growth and interpersonal skills. Previous research suggests that extracurricular activities help to develop a student's confidence and the quality of their interpersonal relationships (Hood, Riahinejad, & White, 1986; d'Amico & Hawes, 2001).

Early research notes that the benefits of volunteering as leisure include learning, meeting with particular people or new people, feeling needed, and enjoying the activity (Henderson, 1984). Many of the student volunteers expressed that Orientation Week was a fun experience both as a first-year student and as an Orientation leader. In the current study, the benefits of volunteering as leisure centered on their relationships with Orientation staff who acted as role

models during the planning of Orientation Week. They experienced friendship and mentorship through these relationships as the role models have inspired the student volunteers to become better leaders and mentors to their leaders that they manage, as well as to the incoming first-year students. Another benefit that the student volunteers experienced was developing a sense of community within their Faculty through their sense of being socially connected. This was similar to Qian and Yarnal's (2010) results of campus tour guides experiencing social benefits such being more involved on campus in a broader context, and developing a sense of community.

5.2 "Cloud of Control"
Experiencing the administration pull and control of the Week

Previous research has explored both centralized and decentralized approaches within organizations. Early organizational theory research noted particular patterns of decision-making within these structures (Brooke, 1984) and determinants of whether an organization should adopt a centralized or decentralized approach (Carlisle, 1974). These structures continue to provide a useful context for understanding patterns of decision-making, communication, cultural norms, and role attributes within different organizational types today. The current study found that both centralized and decentralized structures existed within different aspects of the Orientation program and as such, offered different experiences for staff members and student volunteers depending on the structure surrounding their role. Specifically, some relationships between "upper management" and student volunteers existed within a centralized structure, and created distinct hierarchies. This also influenced the expectations towards the management roles, decision-making power, and communication. The relationship between the Orientation Advisors and student volunteers existed within a decentralized structure that impacted the ability to

collaborate and eased the working relationship. The following will depict each of these relationships and how they relate to centralized or decentralized structures (See Appendix B).

One of the key characteristics of centralization is a top-down decision making approach, where senior managers have control and authority, and lower level staff have a restricted choice of decision making alternatives. Overall, the student volunteers in the current study felt that "upper management" possessed a "cloud of control" and made decisions to streamline functions such as finances and sponsorship. This is consistent with several of Carlisle's (1974) variables, which suggest that the Student Affairs organizations would make decisions such as those related to finances within a centralized approach. For instance, in this study, decisions related to Orientation's finances were decided amongst the upper management staff and designated a responsibility of a senior level staff member rather than the student volunteers. This decision aligns with Carlisle's variable which suggests that the more knowledge and experience that top level managers have, will lead the organization towards centralization. Not only was it important to streamline the finance responsibility towards a senior staff member, but also the significance of the decisions made on finances have a high impact on students. Furthermore, these decisions may include ensuring that Orientation's finances are stable and adheres to the guidelines of the financial department on campus. Therefore, Carlisle (1974) suggests that areas like financial matters should conform and be coordinated at one central point.

The students felt that this "cloud of control" was a strong driving force that impacted their volunteer experiences and specifically, their experience of collaboration. For instance, the actions of centralizing finances and sponsorship caused a backlog of the reimbursements and contributed to more work for "upper management." These activities affected the student volunteer's academic, personal, and Orientation 'lives' by contributing to the inability to plan

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ahead and balance out stressful tasks. In particular, the time delay contributed to the student's

frustrations and to one of their "prime stressors," in that reimbursements were taking a long time

due to the number of cheques that was assigned to one staff member. Centralization also created

restrictions with regards to sponsorship, which affected the previous relationships that certain

Faculties had with external companies. These incidences led to the experience of role ambiguity

when students thought that they were hired to do a lot of the work that the Student Affairs staff

were taking over to do such as writing sponsorship letters and booking rooms on campus.

Overall, the findings related to centralization provide an important contribution to the Student

Affairs literature as they highlight Carlisle's (1974) variables in determining whether an

organization should centralize or decentralize as well as the student volunteer's experiences of

centralization. Centralization influences the student's inability to have any control of decisions

being made. With this limited involvement, it has resulted in frustration and stress among the

student volunteers as well as prevents a collaborative relationship.

5.3 "Do we get feedback on this?"
    (Not) Having the opportunity to give feedback

Considering centralization primarily has the decision-making authority, the consultation

processes between Student Affairs staff and student volunteers was limited. Sandeen (2001)

suggests that involving students in the decision-making processes contributes to their positive

educational experiences as well as helps Student Affairs staff with "new ideas and valuable

insights" (p. 196). Schlossberg's (1989) theory of mattering also provides a perspective that the

more individuals feel that their efforts are valued and appreciated, the more they feel like they

matter. Manning et al. (2014) adds that this occurs when students feel that they have a sense of

responsibility and their perspectives are valued. Therefore, consultation processes are expected

to be shared discussions between staff and students. However, this study found that consultation

between these groups was characterized by lack of opportunity for student involvement which resulted in significant effects on the student volunteer's trust towards their superiors. While some student volunteers did not have the opportunity to voice their perspectives, other student volunteers did, but even when they were given the opportunity for greater involvement, they felt that their opinions were ignored. Sandeen's (2001) work suggests that when Student Affairs staff, "ignores or overturns students' decisions, negative relations and distrust will result" (p. 196). The findings of this study also suggest that centralization played a role in limiting the decision making conversations between upper management staff and the student volunteers, which ultimately had effects on the student volunteer's perceived value of their roles, ideas, and influences of Orientation Week.

Although the organizational structure of Orientation involved a high degree of centralization, creating formal roles for "upper management" and student volunteers, it is apparent that the relationship between Orientation Advisors and student volunteers could be characterized as decentralized. Several of Carlisle's (1974) variables, which decide the need of a decentralized organization, are consistent with the OA's and FOC member's decision-making processes. The first variable is determining the size of the organization structure. In this study, the Orientation program and the events involved are getting increasingly larger as the number of incoming students also increases. This forces Orientation to break down its structure into smaller units to carry out decision-making processes in order to keep effectively managed operations. Another variable is acknowledging and understanding the skill, knowledge, and attitudes of subordinates, or in this case, student volunteers. This variable allows for Orientation Advisors to engage their student volunteers in decision-making as well as allow them to use their abilities to create, build, and lead Orientation programs. A third variable suggests when the time frame for

decision making is short, decentralized approaches are likely to be implemented. This was more noticeable when student volunteers were given the ability to make small decisions regarding hiring their leaders, or planning their events and writing their Action Plans within a tight timeline. The last variable which supports a decentralized approach is the actual student involvement in the decision-making process. This meant that the more students were involved with making decisions, the more they accepted and were motivated by the decisions of management staff. However, in this study, it was evident that student volunteers wanted to know why things were happening the way they were, which signaled that they were not involved in making decisions with the staff. This was a contrast to the previously noted characteristics of the decentralized relationship they had with the OAs. This had an influence on the student volunteer's perception of trust, as well as the true representation of the student voice. Thus, the centralized approach of "upper management" made student volunteers feel that their involvement was kept to a minimum due to the conversations at the upper level to make many of the decisions in the best interest of Orientation. As a result, student volunteers felt there was a lack of trust and a lack of transparency in communication with "upper management," which prevented the practice of collaboration between these two groups.

The Orientation Advisors' perspectives strongly supported what the student volunteers were expressing as they demonstrated true desire for meaningful collaboration. Specifically, the OAs felt that they needed to be upfront in communicating with their students about receiving feedback and the approval process on documents like Action Plans. One OA acknowledged the importance of having the responsibility to explain to her student volunteers why certain decisions were made by management staff. She revealed that the more her student volunteers understand the reasons behind decisions, the more they were open to accept them. Lastly, her perspective

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recognized that discussing and receiving feedback with the student volunteers built trust and made them feel valued in what they are contributing. These staff's perspectives and actions contributed to their successes in collaborating with their students as trust was developed, communication was present, and the student's needs were addressed.

5.4 "Being pulled in different directions"
Employing multiple Student Affairs models

Manning and her colleagues (2014) explained and proposed several models of Student Affairs including traditional out of classroom-centred and administrative-centred models as well as innovative student-centred models. The variation in models discussed by Manning and others demonstrates that there is not a single model or approach for all institutions to follow (e.g., Manning, Kinzie, & Schuh, 2014; Sandeen & Barr, 2006). University campuses need to consider the interests of students as well as the institution's mission to ensure the appropriate resources are efficiently allocated to the respective groups. This is also consistent with the foundational principles of student engagement, which considers both what the student does, and what the institution does (Wolf-Wendel et al., 2009; Kuh et al., 2005). The findings of the current study highlighted that the Student Affairs unit did not fit within one particular model, but rather possessed elements of several models proposed by Manning et al. (2014).

The traditional, out-of-classroom centred model, specifically the extra-curricular model, emphasizes Student Affairs' responsibility to provide the services, programs, and environment to increase student engagement. Student leadership development plays a large role in this model as leadership is taught through retreats and workshops. In this particular study, "upper management" staff and the Orientation Advisors facilitated training. Both the staff and the student volunteers revealed the importance in spending time with one another outside of

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Orientation, facilitating connection, and getting to know each other. Establishing interpersonal relationships early on helped the OAs and student volunteers build a stronger foundation of trust before collaborating and engaging in Orientation planning. These connections through training sessions and retreats set the stage early to initiate discussions about setting goals and expectations, which prepares for a successful collaborative relationship (Schroeder, 1999). Staff are able to understand their leadership styles that will work best with the student volunteers in order to successfully meet the goals of students as well as the Orientation programs (House, 1971).

The current study also provided some insight into the collaborative dynamics experienced within the traditional, administrative centred model, which relies on administrative and organizational theories to guide Student Affairs practices. Aligned with a centralized organizational structure, this model suggests that Student Affairs staff are highly specialized in their fields and their unit operates independently to serve one function. In this case, Orientation is operated independently within Student Affairs, and many Orientation staff are specialized and knowledgeable about industry practices. When decisions are made at the upper management level or within the OA Committee level, the communication and explanations behind those decisions are not transparent to the student volunteers. When students are involved in knowing what is happening on a higher level, or are provided reasons why certain decisions have been made, the student volunteers are more likely to accept the end result (Slack & Parent, 2006). This administrative model relies heavily on the administration side of Student Affairs rather than focusing on the student volunteers' needs. This defeats one of Student Affairs' purposes of, "serv[ing] the educational and personal needs of students" (Sandeen, 2001, p. 186).

The third and fourth models outlined by Manning et al. (2014) are innovative, student centred models. Both these models are focused on the students' needs and are set to achieve the enhancement of student engagement. The ethic of care model is primarily targeted at students' needs being at the center of developing programs and services. To do this, Student Affairs staff devote their time to creating a culture in which all members of the community are valued (Manning et al., 2014). These professionals would eventually build trust with the community of students with the hopes to forming healthy relationships, and pursuing activities that engage and involve students.

The student-driven model is another innovative model which proposes that students be the ones that fully engage in designing and planning of activities, managing and delivering programs, and serving and leading committees (Manning et al., 2014). These students are extensively involved in their campus communities and Student Affairs professionals invest in these students instead of providing a basic support system. Most importantly, the students feel that they have a sense of responsibility, their perspectives and contributions are valued, and that they matter (Manning et al., 2014; Schlossberg, 1989). Both the ethic of care model and student-driven model focus on students rather than administration staff. These models are more susceptible to collaboration because the staff members provide the support systems that the students need in order to implement the activities and programs. In addition, both models value building community, people's perspectives and contributions, and high student involvement.

The findings of the current study provide new insight into the tension between the characteristics of a student-centred model and an administrative-centred model, and illustrate the difficulty in claiming to use both models within a given organization. Previous research has examined contexts, which are characterized by one model (Manning et al., 2014); however, the

Orientation program operates using both models. Even though there is not one Student Affairs model that fits with every institution, this specific case study shows the complication of employing two models with different characteristics at one institution. These two perspectives actually conflict with one another and based on the experiences of participants in the current study, cannot co-exist effectively within the current organizational structure.

5.5 "Just being yourself is huge"
Discovering personalities and leadership styles

Staff in a supervisory role should be aware of which leadership style to use and when to use it, to increase the effectiveness of their employees (Slack & Parent, 2006; House, 1971). The findings of this study suggest that the leadership style of each Orientation Advisor was dependent on their personality, creating a great deal of variation in student volunteer-OA relationships as some were more outgoing and friendly, and others were more strictly professional. In other words, the working relationships between the OAs and the student volunteers were described and existed on a spectrum and no one leadership style was dominant among the OAs.

When the Orientation Advisors and their FOC members collaborated to discuss the planning of Orientation, the OAs leadership styles were different from each other depending on the situations they experienced and explained. In relation to House's (1971) four types of leadership styles, the OAs demonstrated these styles in their working relationships with their FOC members. First, in the current study, the directive leader behavior, as characterized by House (1971; 1996), was demonstrated by staff members who set direct expectations and gave clear deadlines to student volunteers. This leadership style set a more formal tone for their relationships with volunteers and created a culture firmly rooted in authority and role-based leadership. In contrast, the OAs who had a supportive or participative leadership style worked

well with the student volunteers and fostered stronger collaborations than those between upper

management and student volunteers. The OAs demonstrated supportive leadership by

determining what their student volunteer's needs were and putting action towards meetings those

needs. For example, an OA knew that her student volunteers preferred to have shorter group

meetings because long group meetings drained the energy from more introverted group

members. Other OAs who had a participative way of leading were cognizant of their student

volunteer's decisions and opinions towards the Orientation programming and made every effort

possible to enable those students' voices to be heard. By doing this, it was a clear demonstration

of Schlossberg's (1989) mattering theory. Through team discussions, both the OAs and student

volunteers are able to give their feedback on the information and to move forward in deciding

how to achieve their ultimate goal. The OAs knew their student volunteers wanted to take

initiative in Orientation projects and allowed them to pursue their goal while advising them from

a staff standpoint. Connecting to House's (1996; 1971) Path Goal Theory, all of these leadership

styles were key aspects in guiding the FOC team towards meeting the FOC team's goals as well

as the goals of Orientation.

5.6 "They obviously really care about Orientation"
Investing time and effort into roles

Astin's (1984) theory of involvement proposed that individuals learn from being involved

in activities. Kuh's (2003) concept of student engagement expresses similar perspectives in that

the time and effort students put into their activities, it is more likely for them to be successful.

The other component of Kuh's (2003) definition of student engagement definition includes the

ways the institution allocates resources for students to participate in and benefit from. The

principles of these two theories were evident in the findings of this study, particularly within the

data on role commitment. The results suggest that the commitment levels of student volunteers

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and staff related to how invested they were in the role. This investment of time and effort into Orientation and the quality of the relationships created, influenced the levels of engagement of both staff and students. The student volunteers recognized and acknowledged the staff's commitment to their OA roles through passion, hard work, and time spent on Orientation.

In the current study, several staff members noted that student volunteers who were away from the campus and on co-op were more removed from Orientation tasks and building relationships within Orientation. According to Astin's (1984) theory of student involvement, these students who were less involved overall may not learn or get as much out of the volunteering experience as their colleagues who have been involved in the same position on campus. Additionally, Astin's (1984) theory of student involvement notes that deep levels of student involvement emerge when students are physically and psychologically invested in the activities they participate in.

5.7 Experiences of Collaboration

Collaboration has been defined as a process where two groups come together, share a common goal, and create a culture to facilitate some action towards meeting this goal (Gray, 1989; Roberts & Bradley, 1991). The process is important because achieving the goal is contingent on several factors that may affect collaboration. Austin's (2000) Collaborative Value Framework uses four stages to assess the value of collaboration for each party involved. The first stage defines value by setting expectations, understanding the benefits and recognizing the costs of collaborating. The second stage creates value by combining resources to start investing in each other. The third stage balances value through examining whether the benefits and costs are equal between both groups. The last stage renews value by reevaluating the partnership to determine whether or not to keep things the way they are, or to create and implement new ways

of doing something. Collaborative value through these four stages was evident in the current study of the relationships between Student Affairs staff and the student volunteers. While the participants of this collaboration did not go through a formal process of defining, creating, balancing, and renewing value, the aspects of collaboration developed by Austin (2000) provide a useful frame of reference for understanding the meaning of collaboration for different partners at different points in their relationship. Throughout the findings, there were several themes that transcended through Austin's stages and revealed the different ways that partners experienced meaning through collaboration. The follow sub-sections will discuss the process and value of collaboration, with a particular focus on the how communication, trust, balance, and community building influenced their experience of collaboration.

5.7.1 Communicating is key.

A significant portion of collaboration required communication. This included the content of what was being communicated, how teams communicated with each other, and how transparent the communication was between each other. Many OAs and FOC members set expectations early on in their relationship, which coincides with the first stage in Austin's (2000) Collaborative Value Framework. Open communication allowed both parties to create an understanding of each other and a culture of openness that was adopted and fostered within the teams. The OAs had a role in ensuring that their FOC members had a good sense of what they were responsible for and the expectations of the OA role itself. Additionally, addressing issues early on lessens the impact that they may have overall, as well as prevents an accumulation of problems for the team. Through building an open culture of communication, setting expectations early on, and addressing issues as they happened, trust emerged as each of these actions were performed. Trust also depended on how transparent communication was, in particular, between

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"upper management" and student volunteers. The more transparent that "upper management" was about a change that was about to happen, the FOC members were more accepting to the change (Slack & Parent, 2006; Carlisle, 1974). This is consistent with the Student Affairs literature which suggests that open and transparent relationships foster working cultures where staff and students know what is required of them and feel they can express themselves honestly (Kezar, 2001; Sandeen, 2001; Schroeder, 1999).

Challenges with communication were also present as several factors affected the Student Affairs staff and the student volunteer's ability to communicate effectively. First, FOC teams who had team members on co-op and could not be physically present for meetings posed a challenge for both the team on campus as well as the students off campus. The difficulty of coordinating schedules outside of school and work was a common theme amongst the teams. More specifically, not being physically present in meetings caused some student volunteers to feel disconnected from their FOC team. These challenges would presume that the relationships and collaboration would not be as strong because of the lower quality of human interaction through technology. Similarly, Terenzini et al. (1996) noted interpersonal interaction is a key component of collaboration, as it serves an opportunity for students and staff to encounter new ideas and to learn from each other. A further challenge to communication noted in the current study was the level of perceived transparency between staff and volunteers. Certain student volunteers felt that "upper management" were not transparent in communicating information due to the reputation of the faculties that student volunteers belonged to. These student volunteers felt that they were not being consulted and their reputation influenced how "upper management" approached the group based on the assumptions of how they would receive the information. This

finding provides further support for a participative leadership style in the Student Affairs context in order to enhance transparency (House, 1971).

5.7.2 Creating and maintaining trust through action.

The actions that are associated with the building (or destruction) of trust were related to the "creating value" stage of Austin's (2000) Collaborative Value Framework. In this stage, partners are seeking to combine their resources to create benefits. Both partners learn from each other to look for the potential strengths of one another in order to benefit their partnership to the fullest. In this case, value was generated when a personable relationship was created between the student volunteers and staff members, which ultimately led to creating trust. The student volunteers acknowledged that their OAs would listen and support them by representing the FOC's voice at the OA Committee meetings, or helping out with planning and documentation of Action Plans, both which strengthened trust. The OAs felt that trust was created prior to hiring the FOC and served as an informal characteristic during the hiring process. Though the FOC hiring process is done with integrity and all students are screened with an equal opportunity to be hired, some OAs noticed that the student volunteers they ended up hiring were previous leaders from Faculty events and student associations. The student volunteers built this trust through their dependability in other leadership roles and the OAs hoped to transfer this into the FOC role. Although not all the OAs had an opportunity to work with their student volunteers beforehand, trust was still in existence in many other incidences. The empowerment felt by the student volunteers was evident in that staff trusted them to plan events and implement their ideas. Role commitment also played a part in trust in that more commitment shown from a team member meant that they were trusted more than those who were absent in their roles (Schroeder, 1999).

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The mutuality of trust was key in the staff-student volunteer relationship. When staff or student volunteers were not comfortable in sharing their thoughts, feelings or ideas, the trust was significantly impacted. For instance, the physical environment such as an OA's office was described as a place where students were uncomfortable sharing their thoughts and feelings. Some OAs also mentioned working with different personalities, especially introverts, who naturally seem more reserved and quiet during meetings. These two examples may be barriers that prevent students to speak up about issues or conflicts with their OA, which to the OAs may seem like the student volunteers are concealing information that may need to be addressed. For the student volunteers, they felt that the more personal their OAs were, the more easier it was to communicate and to connect with them.

The trust between the FOC members and "upper management" was different than the OAs and FOC members. Since upper management had the responsibilities of approving Action Plans, managing finance, and making strategic decisions at the administrative level, the relationship with the student volunteers was kept at a minimal. However, whenever there was an interaction such as passing down information about a change that can potentially affect the FOC members, trust was dependent on this action. More specifically, if the student volunteers were consulted and had the opportunity to provide feedback, they felt valued and involved in the decision making as previously discussed. On the other hand, student volunteers felt a lack of trust when staff would "take over" and controlled how much student volunteers were allowed to be involved. This is consistent with collaboration literature (Guo & Acar, 2005; Schroeder, 1999) as successful collaboration entails trust between two parties, honest communication, and decisions are made together.

5.7.3 Balancing benefits between parties.

Balance was also a central theme throughout the findings. One of Austin (2000)'s Collaborative Value Framework stages is "balancing value" which encourages partnerships to keep a two-way balance by ensuring benefits are equal and mutual. In addition to this framework, balance was an important part in discussions and the perceived power difference between the OAs and the FOC members, how OAs wanted to portray themselves to their student volunteers, and how FOC teams felt they were being treated. The FOC members felt that balance was necessary in discussions so they felt valued but supported at the same time. The opportunity to share their perspectives and ideas in combination with the reciprocating, constructive feedback from the OAs was positive for both parties. Involving student volunteers benefitted their learning experiences, but OAs also benefit from gathering new ideas and valuable insights to strengthen the volunteer and program experiences. This benefit would potentially be passed upward to upper management and may influence their larger decisions around Student Affairs services and programs as well as future relationships working with student volunteers.

Students perceived that power difference between the OAs and themselves was significantly reduced when the OAs showed their personality. Although some OAs were trying to balance their professional life and their personal life, this impacted how students viewed them. The OAs, who had friend-like qualities and were personable with the student volunteers, were perceived to be on an equal level with the student volunteers rather than a superior.

5.7.4 Building a sense of community.

Previous studies have discussed volunteering on campus and the social benefits including the ability to contribute to building a sense of community (Qian & Yarnal, 2010). Sandeen's (2000) work suggests that Student Affairs and their involvement is an important piece toward

helping build these communities with students. Student Affairs professionals are valued in that they understand of how to build and sustain campus relationships. They are also able to implement different Student Affairs models according to what best fits and suits the needs of the students at the institution. In particular, the extra-curricular model and ethic of care model focus on community building (Manning et al., 2014). The ethic of care model builds a sense of community between the students and the Student Affairs professionals when students have their needs met and begin to form healthy relationships with others (Manning et al., 2014). In other words, students feel that they are valued and they get more involved in their work through the facilitation of staff helping to create this culture of community. As a result, these two groups are able to work closely and collaborate to plan and implement programs for the campus community.

As mentioned beforehand, some student volunteers and OAs had exposure to working together in some capacity through leadership opportunities outside of Orientation. This was the start, for some student volunteers, to connect with staff members and build trust with one another. Whether relationships were built prior to being hired as a FOC member, or becoming involved in Orientation as a staff member, trust emerged from getting to know each other through participating in retreats and meetings. This included sharing personal anecdotes and other stories to balance the conversations around the topics of planning Orientation Week. These connections led to building strong communities and enhancing collaboration experiences as they enjoyed one another's company and felt that they were working for a common purpose of enriching other students' university experiences through the Orientation program. Finding meaning through shared purpose within collaboration adds a new perspective to the student engagement literature as it highlights how a campus can thrive from promoting good relationships between students and their peers, faculty, and administrative staff (Kuh et al.,

2005). This is a result of the student's time and effort into these activities, but also the institution's part in allocating resources and learning opportunities to induce student participation and relationship building.

Community building remains important for the "renewing value" stage of the Collaborative Value Framework (Austin, 2000) because every year, new student volunteers are hired to be in the FOC role. From the staff's perspective, the relationships are renewed each year by hiring new student volunteers bringing in fresh ideas and changing the group dynamics of the previous year. In the student volunteer's perspective, leaving this collaboration was not only because it was the end of the contract, but also several volunteers expressed that they would only be a FOC member once. Some revealed that it was an experience that they wanted to do once and then pass it onto other students, however, for others, they would not want to do it again if they were given the opportunity. The findings of this study suggest that the more opportunities that student volunteers and staff members had to connect and get to know each other, the more trust was strengthened and collaboration was easier, all which contributed to building a sense of community. Although trust and collaboration has been discussed as key factors in building a stronger sense of community (Kezar, 2001a, Sandeen, 2000), this current study offers new insights on the need to create more opportunities between staff and student volunteers to connect on a deeper, personal level rather than solely a working relationship level. This connection seemed to fuel trust and drive involvement from the student volunteers, which translated into a smoother collaborative relationship between the staff and student volunteers.

5.8 Future Areas for Research

This study presented interesting insights into the relationship between Student Affairs organizations and student volunteers, and what collaboration means to both these groups. However, there are areas that could be further studied in order to provide greater understanding of these relationships as well as the structure of Higher Education organizations. Future research could employ greater use of direct observations of meetings held between staff and student volunteers and focus on the nature of behavior and interactions between them, which can enhance or inhibit collaborations. The participation literature – in particular Arnstein's ladder of citizen participation – could serve as another avenue seeking to understand the experience of volunteers. Furthermore, involving university administrators would be helpful in order to expand the collaborative network and explore how they contribute to the perceptions of "working together."

Further research is also needed to examine and compare different organizational structures within Student Affairs and the impact on collaboration. This theme was not expected at the outset of the current study and was uncovered as an emergent theme. Further evidence is needed to understand how these structures and approaches may impact on the student experience in extra-curricular activities as well as Student Affairs organizations and the (in)ability to meet the needs of students outside the classroom. In addition to meeting the needs of students, a greater understanding of the Millennial generation as well as Generation Z is necessary to know how their expectations and influences (e.g., ways of communicating, interacting, collaborating) play out in their volunteering within organizations.

Lastly, future research should engage in a more critical examination of existing Student Affairs models in light of this study's findings. These current results differ from previous

models, and could inform and advance new understandings of existing models, especially with respect to issues of power and control.

5.9 Practice-based Implications and Recommendations

This project is set in the higher education context; however, it has potential to be applied in other organizational contexts with long-term volunteers. Overall, this study gave insight to the experiences of both the volunteers and the management teams. The results revealed the importance of both the volunteer's role and the staff's role but also highlight the important elements that can heighten both their experiences and their relationship with one another. The Student Success Office, or any student volunteer based organization, can use these results to assist with creating and sustaining relationships as well as retaining long-term volunteers. Additionally, results revealed multiple strategies of building relationships with volunteers to give them a more meaningful experience. For example, the most effective ways of communication, what kind of culture needs to be created, and how trust is formed and maintained. Ultimately, building these relationships will lead to a better understanding of each other, a stronger sense of community, effective problem-solving, and a more meaningful leisure experience for students.

The following recommendations and areas for future research are offered for the current organization on the topics of organizational structure, orientation leadership and collaboration:

Organizational Structure

Recommendations**:**

- o Although organizational structure is important and essential, transparency in communication is necessary to help students understand what is happening at the OA/management level and how it will affect them.
    - ▪ Conversations that outline hierarchy, decision-making, and role responsibilities at the OA level may help student volunteers understand the background of what is happening, why it is being discussed, and how it affects them. This will create a greater acceptance of the end decision.

- Continue providing student volunteers accurate information regarding deadlines and ultimate decision-making authority.
- A combination of management staff, other OAs, and the outgoing OAs should work together to prepare student volunteers for the upcoming weeks while new staff member transitions into their role.
- Consistently be aware of connecting with students. Every connection, large or small, counts. This is particularly crucial at the beginning of the working relationship because it sets the culture and tone for the rest of the year.
- Centralized finances seemed to frustrate leaders in terms of time delay on reimbursements. Implementing a schedule or realistic timeline to give to student volunteers would set a structure to lessen frustration, communicate reasons for delay.
- Understand the student volunteer's strengths and involve them in showcasing their strengths. For example, if they wrote proposals for their co-op or have a passion in writing, involve them in drafting up sponsorship letters. Ensure they understand the professionalism in writing documents, and work with them to create these letters.
- Clarify the role expectations to help avoid mismatches in expectations held by student volunteers and by staff concerning the "reality" of what they are intended to do in their positions.

Orientation Leadership

Recommendations:

- Continue to work together as an OA team and support each other, especially during onboarding a new staff member.
- When asking for ideas from student volunteers, ensure to value their answers by listening and discussing, rather than shutting the idea down right away. Provide feedback accompanied with reasoning (even if the idea affects OA's – explain how and why)
- Set an expectation explaining how OAs make decisions (what do OAs have to think about when idea has been presented? What is the decision process? How might a student's idea affect OAs? What should students know or be aware about OAs ?)
- When asking for feedback, implementing or using some of the FOC's ideas shows that they are valued, they feel trusted and overall it creates a deeper connection to Orientation planning.
- Consult and gather feedback with student volunteers. When consulting, be transparent in what the problem is and be open to listen to how each party would approach the situation. When feedback is received from the Committees, management staff and OAs should implement some of these ideas.
- When bringing in a situation, ensure to outline the criteria needed for solutions. If criteria is not outlined, and staff consult with students and expect "new" ideas but in reality the suggestions are not what staff are looking for, implementing the "best solution" in the staff's perspective will frustrate student volunteers.
- Provide more opportunities for feedback from student volunteers.
- OAs should continue to collaborate with FOC on event ideas. If FOC ideas are not feasible or realistic, continue to "advise" or provide reasons or justifications to why this is so.
- Since FOC members look at OA's as a superior, revealing "personality" or other personal details shape how these students view their OA. If the OA chooses to reveal these aspects, it

creates trust and a deeper connection towards students as well as create the comfort level for students to approach their OA when something goes wrong.

- o OAs need to create boundaries that they are comfortable with and stay professional in roles.
- o OAs need to strategize how close of a (working) relationship to have with students. The closer, the more is revealed but establishes a deeper connection. (Strategy could be to understand student's needs academically and out of the classroom – e.g. be aware of family priorities – family member's sickness is impeding into the focus of work that the student can provide)
  - ▪ Include "informal" elements or aspects to the working relationship, whether it is meeting in a coffee shop off campus, or attending a dinner meeting with FOC because these are the ways FOC are given the opportunity to see the "personality" of their OAs.
- o OAs need to set expectations of what their role is and how they can help the student volunteer (in what ways). Communicate with transparency and be realistic in what the OA can provide.
- o Although history plays a large role in planning Orientation each year, the reputation of student volunteers or Faculties should not be assumed towards upcoming teams.
  - o Be open minded about working with a new group of student volunteers. It is their first time working with the Orientation staff at the FOC level, and although Orientation staff have experienced working with FOC a lot longer, they should be starting with a clean slate for every team. New students should not be punished or treated differently because of their predecessor's reputation, actions, or behaviours.
- o Remember that student volunteers are trying to figure out staff member's needs as much as staff members are figuring out student's needs.
- o Continue to be a mentor figure to student volunteers.

Collaboration

Recommendations:

- o Prioritize open communication with regards to setting goals and expectations early on in the relationship in order to create a culture of openness, and to build trust.
- o Implement individual meetings between staff and student volunteers to provide the opportunity to discover what is going on in their lives, to offer support to them specifically or as a team, and to keep Orientation planning moving forward.
- o Role commitment translated to positive student experiences, continue to be involved in Orientation planning and with the student volunteers.
- o Ensure that discussions are "give-and-take" and balanced.
  - o Strategize on the delivery of "turning ideas down".
    - ▪ Be supportive, but understand the root of the idea and build from there.
    - ▪ Ask questions to get to the root of the idea instead of looking for "loopholes" of the idea.
- o Ensure that all FOC members are treated equally within the whole Committee, their teams and between themselves and the OA.
- o Document as much history as possible from these experienced staff members in order to create organizational history and provide context for succession (turnover).

6.0 Reflexive Endnote

At the end of this research journey, I would like to reflect and highlight my key research experiences that will impact my role as a practitioner. But first, I would like to reflect on my undergraduate student volunteer experience, my graduate student research journey, and then ending with my role as a practitioner.

My perspective as an undergraduate student volunteer would have never seen the background of how decisions are made, and who makes these decisions, as the positions were purely 'front-line'. During my undergraduate years, I had participated in Orientation as a first-year student in the Faculty of Arts, one of the largest faculties on campus. My transfer to the Faculty of Applied Health Sciences (AHS), one of the smallest faculties on campus, made me feel that I missed out on creating those first connections with my peers as well as understanding the roots of the culture surrounding AHS. Thus, I took action in applying to be a Coordinator for AHS and experienced my first AHS Orientation Week as an Orientation leader. I had always felt that leadership, getting involved, and learning new skills were important. At this point, I viewed leadership and getting involved was very positive because I have not experienced a "bad" volunteer position. With that being said, all of the volunteer experiences I have had were short in duration (e.g., one day event) and did not need a large time commitment (e.g., no background work required, just show up).

Fast-forwarding to my graduate school career, I knew I wanted to study leadership and to understand how people discover and unleash their leadership potential. I had an interest in Orientation week and the original idea of exploring the essences of Orientation Week leaders. I knew there was that culture surrounding Orientation Week, and the traditions that play out each year. With the organizational background I had from my undergraduate career, this played a role

into wanting to know what goes on behind the scenes and in particular, the 'planners' of Orientation – staff and student volunteers. My perspective of the staff was quite unclear as I thought it was primarily the student volunteers who planned the majority of Orientation Week. However, once I had started collecting data, it was made clear from the very beginning that administrative staff involved in Orientation Week had a very strong presence and voice behind event planning. My thoughts about collaboration absolutely changed during this research journey. During the interviews, the staff voice and the student voice were quite different. As a current student, I was able to relate to them more than a staff member because I was not far from my undergraduate student volunteer experience. From the students, I heard different voices speaking about both the good and bad experiences. However, the bad experiences stood out to me more. Perhaps it was because I was not thinking about the details of these bad experiences, but I was still expecting some of these stories to come out. I quickly noticed that the bad experiences impacted the student's life as a FOC member but also outside of Orientation. During these interviews, I had received feedback about the FOC reflecting back on their experiences and several of them noticed that they were talking about bad experiences, but reassured me that the FOC experience was still meaningful.

The staff's perspective was more difficult to relate to, but I presumed that their experiences would include more administrative and advising responsibilities. The interviews with the staff members were held in or near their offices which signaled a very formal meeting. The OAs did not reveal much about their Orientation Advisor Committee, and instead, focused on the conversation surrounding their relationship with the student volunteers. I could tell that the OAs were at different stages in their lives, their comfort level towards students varied, and what their leadership style was based on the conversations.

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During data analysis, and sifting through the transcripts, it was made more clear that Orientation is an event surrounded by tradition and culture. Every Committee has their events, cheers, items, and symbols that are passed down, cohort to cohort. The student volunteers hold onto these traditions to solidify their Faculty or team identities. When these traditions are threatened (e.g., taken away, overlooked, disregarded), student volunteers react strongly and fight for identities back. However, reputations of Committees were passed down as well. In particular, many student volunteers acknowledged and voiced that they have Committee reputations deemed by the OAs. The reputations were both positive and negative, but I found this troubling because I knew that each team was new every year, but the judgment placed on a new team every year based on a previous year, did not seem fair. Moreover, I felt that this relationship would start off negatively if the staff members believed that these Committees were assumed to live up to their reputation each year. Therefore, it seemed like student volunteers were punished and treated differently based on their Committee reputations.

Towards the end of my Master's journey, I was hired to be an Orientation Advisor, which meant I was about to experience the staff side of this relationship. The way I view collaboration now is with an open mind (in terms of being positive or negative) and being in this role, I intentionally seek to create and build relationships early on. More importantly, I am aware of these reputations, but I purposefully ensure that I do not place that judgment on a Committee based on their predecessors. Instead, I treat them with respect and create a relationship with them like I would with any other team, or person. I also notice that I hold back "power" driven language and I am more aware about my position as well as my authority over these student volunteers. I would still like to achieve collaboration in my practice and that the relationship I create with my student volunteers is equal as well as their voices are heard and valued. I

acknowledge that the organizational structure is present, but I will recognized that when there is an opportunity to change or influence a policy, I am able to share my perspectives as an academic, a practitioner, and as a previous student volunteer.

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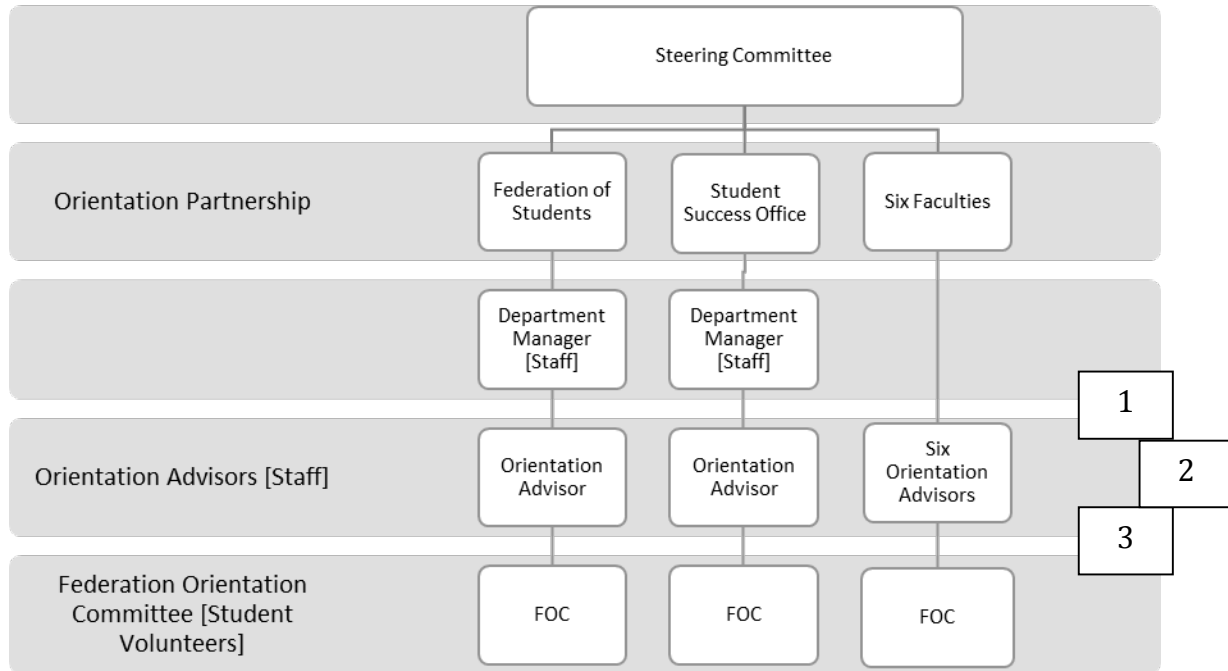
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Appendix A. Participant Observation Elements

Extracted from Merriam (1991), p. 90

1. The setting:
   a. What is the physical environment like? What is the context? What kinds of behavior does the setting "encourage, permit, discourage, or prevent" (Selltiz, Jahoda, Deutsch, and Cook, 1959, p. 209)?
2. The participants:
   a. Describe who is in the scene, how many people, and their roles. What brings these people together? Who is allowed there?
3. Activities and interactions:
   a. What is going on? Is there a definable sequence of activities? How do the people interact with the activity and with one another? How are people and activities "connected or interrelated – either from the participants' point of view or from the researcher's perspective" (Goetz and LeCompte, 1984, p. 113)
4. Frequency and duration:
   a. When did the situation begin? How long does it last? "Is it a recurring type of situation, or unique? If it recurs, how frequently? What are the occasions that give rise to it? How typical of such situations is the one being observed" (Selltiz, Jahoda, Deutsch, and Cook, 1959, p. 210)?
5. Subtle factors: Less obvious but perhaps as important to the observation are:
   a. Informal and unplanned activities
   b. Symbolic and connotative meanings of words
   c. Non verbal communication such as dress and physical space
   d. Unobtrusive measures such as physical clues
   e. What does not happen – especially if it ought to have happened (Patton, 1980, p. 155)

Appendix B. Orientation Organizational Chart

	Steering Committee		
Orientation Partnership	Federation of Students	Student Success Office	Six Faculties
	Department Manager [Staff]	Department Manager [Staff]	
Orientation Advisors [Staff]	Orientation Advisor	Orientation Advisor	Six Orientation Advisors
Federation Orientation Committee [Student Volunteers]	FOC	FOC	FOC

1
2
3

1 - Orientation Advisors and Department Managers = "Upper Management"

2 - "Upper Management" and Federation Orientation Committee (FOC) = Centralized relationship

3 - Orientation Advisors and Federation Orientation Committee (FOC) = Decentralized relationship

Appendix C. Orientation Advisor Role Description

Last Updated: May 5, 2014

A Faculty Orientation Advisor is a full-time staff member designated by each Faculty to oversee First Year Student Orientation as part of their responsibilities within the Faculty. This position functions in partnership with other full-time staff designated by the Federation of Students (Feds) and the Student Success Office (SSO) to oversee Orientation as part of their responsibilities in their respective departments. This job description outlines the responsibilities of this aspect of their role, recognizing that they also have other responsibilities outside of Orientation, ideally encompassing student relations/engagement generally. The recommended time commitment for the Orientation Advisor role is 5 – 10 hours per week (excluding Orientation Week and termly training sessions). The Orientation Advisor position requires regular evening and weekend work and it is important for the Advisor to communicate working hours and compensations for this time with their direct supervisor.

Nature and Scope

Faculty Orientation Advisors are responsible for the overall development, coordination and implementation of faculty specific orientation week programs and initiatives. He/she is responsible for providing a balanced, safe and comprehensive faculty orientation program that will facilitate a successful transition for students and promote academic success. The Advisor will work collaboratively with other Faculty Orientation Advisors, the Coordinator, New Student Orientation (SSO) and the Orientation and Special Events Manager (Feds) on the overall development, coordination and implementation of an intentional fall Orientation Week program.

The Advisor will have a strong understanding of the needs and challenges of their incoming first year students within the faculty and will be responsible for ensuring the needs of these students are being met. He/she will be responsible for critically evaluating faculty components to the orientation program and making recommendations/changes based on the evolving needs of first-year students, best practices at uWaterloo and other institutions and CAS Professional Standards for Higher Education.

The Advisor will have a strong understanding of student leadership and will be responsible for the selection, supervision and evaluation of senior students representing their faculty in the first-year orientation program.

Specific Accountabilities
Supervising Student Leaders/Staff
- Hire, supervise and coach senior student leaders to assist in the implementation of faculty specific orientation events and represent their faculty at the Federation Orientation Committee (FOC) meetings and training sessions.
- Collaborate with SSO and Feds to coordinate hiring processes including recruiting, interviewing and commencement of positions.
- Responsible for maintaining accurate student hiring and training files including: interview guides, rubrics, position agreements, disciplinary documentation, performance reviews and transition documentation.

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- Provide ongoing leadership development for student leaders through regular meetings and feedback, including goal setting, performance management, ongoing communication, evaluation, recognition and emotional support.
- Collaborate with SSO and Feds to hire, recruit and train all front line orientation leaders who represent the faculty.
- Provide input to SSO and Feds in the planning and implementation of returning, senior and first time leader training.
- Participate, in the development and facilitation of FOC training and leadership retreats.
- Conduct academic integrity and academic background checks for all student leaders.

Administration and Engagement
- Responsible for managing orientation budget allocated for specific faculty initiatives and ensuring all processes and procedures are followed in accordance with the University of Waterloo and Federation of Students policy.
- Responsible for securing locations and signing off on risk management forms specific to faculty events and ensuring all forms are submitted on time to all relevant parties.
- Assist in the coordination and implementation of yearly evaluation of faculty orientation including offering input and insight into ongoing improvement and enhancement of the program.
- Attend and participate in regular orientation meetings (bi-weekly/monthly and end of term/program) and termly Orientation Advisor retreats including providing feedback and participating in discussion.
- Responsible for utilizing the Campus Incident System during orientation week and following up with first year students and leaders as required.
- Inform supervisor and the broader faculty on all key issues as pertaining to Orientation.

Program Development and Implementation
- Work with student leaders to create and implement learning outcomes, evaluation criteria, and action plans for faculty specific programs.
- Responsible for ensuring faculty specific programming is meeting the needs of first-year students.
- Support all faculty orientation initiatives including specific event days, leadership retreats, conferences and volunteer appreciation events.
- Participate in professional development and educational opportunities related to orientation programs.

Decision Making

The Orientation Advisor can make independent decisions regarding: reallocating faculty funds to various faculty programs, leader and team structure, management of the FOC team and moving to a rain plan for events during Orientation Week. The Advisor also has primary decision making over FOC discipline and event action plans in consultation with the Federation of Students.

Joint decisions are made by the entire Advisor team on: FOC job description, important dates, training content, overarching program changes, room bookings, FOC hiring and appreciation. In general, the goal of the Orientation Advisor committee is to establish a community of practice where the Advisor can ask questions, make group decision-making, and feel supported with the Orientation aspects of their position.

Appendix D. Federation Orientation Committee Member Role Description

Job Title: Federation Orientation Committee Member
Department: Waterloo Orientation (through respective hiring committee)
Grade: Volunteer
Effective Date: November 15, 2013 – September 27, 2014

General Accountability

All Federation Orientation Committee (FOC) members are accountable to their specific Orientation Advisor*, and indirectly to the University of Waterloo and the Federation of Students. This committee is comprised of representatives from each of the six faculties, the Federation of Students, and the Student Success Office.

*Orientation Advisors:
> Faculty of Applied Health Sciences
> Faculty of Arts
> Faculty of Engineering
> Faculty of Environment
> Faculty of Math
> Faculty of Science
> Federation of Students
> Student Success Office

Nature and Scope

The University of Waterloo welcomes approximately 7000 incoming students each year. FOC members have the opportunity to directly impact the experience of these new students, and as such are responsible for ensuring that all programming reflects the University of Waterloo and Federations of Students' core values and is focused on providing a comprehensive and intentional transition to university life for all incoming students.

The FOC role requires a significant time commitment, and a flexible schedule including weekday, evening, and weekend work as needed over the course of the position. This is a senior student leadership position, and should be taken on by students looking for the next step in their leadership development.

Specific Accountabilities

Throughout this position, the incumbent will be required to:
- Meet all deadlines as set out in advance by the Orientation Advisor.
- Maintain regular and prompt communication with teammates, Orientation Advisor, and members of the Waterloo Orientation team and other internal and external stakeholders as needed.
- Assist with the planning and management of all aspects of Orientation programs, as designated by the Orientation Advisor.
- Exercise creativity and flexibility throughout the event planning process.
- Manage, or provide input into, a detailed budget for all Orientation-related expenses.
- Attend and participate fully in all scheduled FOC training events.

- In consultation with their OA, recruit, interview, hire, and manage all Orientation Leaders for the committee they represent.
- Maintain confidentiality of all student data that may be viewed, collected, or used in any form when planning for Waterloo Orientation.
- Develop and maintain relationships with both internal and external stakeholders within Waterloo Orientation.
- Adhere, at all times, to the principles upon which Waterloo Orientation is based.

Qualifications

A successful candidate for this position will:
- Be knowledgeable about the needs of incoming students and passionate about addressing these needs through Orientation programs.
- Possess and demonstrate strong leadership skills and the ability to be a role model to other student leaders and incoming students.
- Be able to work independently and as part of a team.
- Demonstrate a high level of professionalism in all modes of communication.
- Have effective time management and organizational skills.
- Have clear and well-developed communication and interpersonal skills.
- Demonstrate a willingness to take initiative to get things done, or make things better.

Eligibility

To be considered for a FOC position, an applicant must:
- Be an undergraduate student (including co-op) until the end of the Fall 2014 term.
- Be in good/excellent academic standing in their program of study when hired, and must maintain a minimum Satisfactory standing throughout their time as a member of the Federation Orientation Committee.
- Be approved by the selection committee and by the Dean (or designate) of their respective faculty to be a member of any FOC team.

Mandatory Dates

All members of the FOC Team must be available for the following dates:
- November 15 & 16 – Fall FOC Training
- January 25 & 26 – Winter FOC Training
- May 3 – FOC Retreat
- August 25 – 30 – Orientation prep week (strongly recommended)
- August 31 – September 6 – Orientation Week

To apply for one or more FOC positions, please fill out the application form on Leads. This application will also ask you to attach a cover letter and resume (in one file).

If you are applying to multiple positions (see breakdowns below), please submit only one application that discusses your interest/suitability for all positions you are interested in.

If you have any questions about the positions, or your application, please email orientation@uwaterloo.ca and your query will be forwarded to the appropriate member of the Orientation Advisor team.

Positions Available

Please note that these are senior student leadership positions, and entail a great deal of work and commitment over the course of ten months in planning Orientation programs.

While all positions are primarily accountable to their respective Orientation Advisor, the entire FOC team will work together closely to ensure the successful implementation of Orientation programs.

FOC - Faculty

There are six Faculty FOC teams, one for each of uWaterloo's faculties.

Key aspects of Orientation that Faculty FOC are responsible for includes, but is not limited to: overseeing event planning and logistics coordination of faculty-specific academic and social programming; hiring, coordination and management of Orientation Leaders for the respective faculty; and managing multiple budget lines.

When applying, please indicate which aspects of Faculty programming you are most interested in taking the lead on, and how you feel your experiences would make you an asset to the team.

FOC - Federation of Students (Feds)

The FOC team for the Federation of Students is comprised of six students – each representing one faculty partnership within Orientation's cross campus events. Each member of this team is responsible for planning and executing a cross campus event, with the support of their co-FOC and event volunteers. They will also hire and manage a team of Orientation Leaders and be responsible for operating within the constraints of their event budget.

Events include: Move-In, Off Campus Student Programming, Tuesday Night, Thursday Night, Black & Gold Day, and Masquerade.

FOC - Student Success Office (SSO)

The FOC team for the Student Success Office will be responsible for the following cross campus events/processes during Orientation: Check-In, Warrior Welcome, Experience Waterloo, Ask Me, Shuttle, all official Waterloo Orientation social media accounts, photography and videography. The SSO FOC team will also be responsible for hiring, coordinating and managing a team of Orientation Leaders.

Each FOC member on this team will take the lead on a portfolio of events within this list, and will be responsible for the budget, scheduling and training Orientation Leaders, event logistics, and day of coordination for all events/processes within their portfolio.

When applying, please indicate which of the above events/processes you are most interested in taking the lead on, and how you feel your experiences would make you an asset to the team.

Appendix E. Gatekeeper E-mail Recruitment

Subject: Student Volunteers and Student Affairs Collaboration Study

Dear [Name of Gatekeeper],

My name is Sandy Wong and I am currently a Master's student in the department of Recreation and Leisure Studies. My thesis project is looking at the experiences of volunteers, as well as staff members, when they collaborate to plan and implement Orientation Week. I am interested in speaking with undergraduate students, specifically FOC members, to understand their role and experiences as a volunteer. Staff members from the Student Success Office who work closely with these FOC members also play a large part of this project. From staff members, I will be looking at their experiences in working with volunteers. Overall, the results from this project may reveal the importance of a volunteer's role but also highlight the significant elements that can enhance their experiences. Furthermore, these results may assist with recruiting and retaining of volunteers. Ultimately, I hope that this project will understand the volunteer experience as well as the value of collaboration for students and staff, lead to a better understanding of each other, and build a stronger sense of community.

I am contacting you to ask if you are willing to help me with this project by forwarding along an information letter to Orientation staff members and the FOC members (student volunteers). From what I understand, there are approximately 3 FOC members and 2-3 staff members.

I have attached both the letters here so that you can see what this project fully entails.

If you have any questions about this study, please contact me through e-mail or we can set up an appointment to meet.

I look forward in speaking with your staff and students, and I am excited about sharing this project with you.

Sincerely,

Sandy
--
Sandy Wong

Candidate for Master of Arts
Department of Recreation and Leisure Studies
University of Waterloo, BMH 2220

Appendix F. Recruitment Letter – Student Volunteers

April 23, 2014

Hello,

My name is Sandy Wong and I am a Masters student working under the supervision of Dr. Katie Misener in the Recreation and Leisure Studies Department at the University of Waterloo. The reason that I am contacting you is that I am conducting a study that explores the experiences of Student Affairs units collaborating with student volunteers. I am currently seeking student volunteers that have worked with the Student Success Office (SSO), the Federation of Students (FEDS), or any of the six Faculties, specifically as a Federation Orientation Committee (FOC) member of Orientation Week.

The delivery of higher education is constantly evolving in today's world. With more complex issues facing universities, Student Affairs professionals need to seek out strategies to help ensure student success. In order to do this, these professionals are specialized in their roles and responsibilities to achieve their objective of ensuring meaningful and successful student experiences (Cox & Strange, 2010). However, in addition to using their individual competencies, they must also engage in cross-campus partnerships (Swartz, Carlisle & Uyeki, 2006). Collaboration within organizations is particularly useful for creating change, especially in higher education (Kezar, 2001b; Kezar, 2003). When Student Affairs master knowing what kind of volunteer comes into the collaboration process, understand the student's strength in contribution, and communicate optimally, there is a high potential of creating more value with students. Thus, the purpose of this study is to explore the experiences of collaboration between undergraduate student volunteers and Student Affairs. I anticipate that by understanding the key experiences of collaboration, the study can help the organization and essentially, the students.

I would like to include you, as one of several FOC members, to be involved in my study. I believe that because you are actively involved in working with either the SSO or FEDS and bring in various experiences in working with them.

Participation in this study is voluntary. It will involve an interview of approximately 1 hour in length to take place in-person at a mutually agreed upon location or by telephone. In appreciation of your time commitment, you will receive a $10 gift card to Chapters/Indigo.

If you are interested in participating, please contact me at sandy.wong@uwaterloo.ca. I would be pleased to answer any questions you might have and can provide you with additional information to assist you in reaching a decision about participation.

I would like to assure you that the study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee. However, the final decision about participation is yours.

I look forward to speaking with you and thank you in advance for your assistance in this project.

Sincerely,
Sandy Wong
Candidate for Master of Arts
Department of Recreation and Leisure Studies
University of Waterloo, BMH 2220

Appendix G. Recruitment Letter – Student Affairs Staff

April 23, 2014

Hello,

      My name is Sandy Wong and I am a Masters student working under the supervision of Dr. Katie Misener in the Recreation and Leisure Studies Department at the University of Waterloo. The reason that I am contacting you is that I am conducting a study that explores the experiences of Student Affairs units collaborating with student volunteers. I am currently seeking staff members that have worked with student volunteers, specifically with the Federation Orientation Committee (FOC) members of Orientation Week.

      The delivery of higher education is constantly evolving in today's world. With more complex issues facing universities, Student Affairs professionals need to seek out strategies to help ensure student success. In order to do this, these professionals are specialized in their roles and responsibilities to achieve their objective of ensuring meaningful and successful student experiences (Cox & Strange, 2010). However, in addition to using their individual competencies, they must also engage in cross-campus partnerships (Swartz, Carlisle & Uyeki, 2006). Collaboration within organizations is particularly useful for creating change, especially in higher education (Kezar, 2001b; Kezar, 2003). When Student Affairs master knowing what kind of volunteer comes into the collaboration process, understand the student's strength in contribution, and communicate optimally, there is a high potential of creating more value with students. Thus, the purpose of this study is to explore the experiences of collaboration between undergraduate student volunteers and Student Affairs. I anticipate that by understanding the key experiences of collaboration, the study can help the organization and essentially, the students.

      I would like to include your organization as one of several Student Affairs units to be involved in my study. I believe that because you are actively involved in working with student volunteers, you are best suited to speak to the various experiences that happen with them. Participation in this study is voluntary. It will involve an interview of approximately 1 hour in length to take place in-person at a mutually agreed upon location or by telephone. In appreciation of your time commitment, you will receive a $10 gift card to Chapters/Indigo.

      If you are interested in participating, please contact me at sandy.wong@uwaterloo.ca. I would be pleased to answer any questions you might have and can provide you with additional information to assist you in reaching a decision about participation.

      I would like to assure you that the study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee. However, the final decision about participation is yours.

      I look forward to speaking with you and thank you in advance for your assistance in this project.

Sincerely,

Sandy Wong
Candidate for Master of Arts
Department of Recreation and Leisure Studies
University of Waterloo, BMH 2220

Appendix H. Information Consent Letter

Department Letterhead
University of Waterloo

Date

Dear *(Insert Name of Participant)*,

This letter is an invitation to consider participating in a study I am conducting as part of my Master's degree in the Department of Recreation and Leisure Studies at the University of Waterloo under the supervision of Dr. Katie Misener. I would like to provide you with more information about this project and what your involvement would entail if you decide to take part.

The delivery of higher education is constantly evolving in today's world. With more complex issues facing universities, Student Affairs professionals need to seek out strategies to help ensure student success. In order to do this, these professionals are specialized in their roles and responsibilities to achieve their objective of ensuring meaningful and successful student experiences (Cox & Strange, 2010). However, in addition to using their individual competencies, they must also engage in cross-campus partnerships (Swartz, Carlisle & Uyeki, 2006). Collaboration within organizations is particularly useful for creating change, especially in higher education (Kezar, 2001b; Kezar, 2003). When Student Affairs master knowing what kind of volunteer comes into the collaboration process, understand the student's strength in contribution, and communicate optimally, there is a high potential of creating more value with students. Thus, the purpose of this study is to explore the experiences of collaboration between undergraduate student volunteers and Student Affairs. I anticipate that by understanding the key experiences of collaboration, the study can help the organization and essentially, the students.

Participation in this study is voluntary. It will involve an interview of approximately 1 hour in length. You may decline to answer any of the interview questions if you so wish. You may decide to withdraw from this study at any time without any negative consequences by advising the researcher. With your permission, the interview will be audio recorded and transcribed for analysis. Shortly after the interview has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points that you wish. All information you provide is considered completely confidential. Your name, your department or organization, will not appear in any report resulting from this study; however, with your permission anonymous quotations may be used. Due to the small sample size there may be the possibility of someone being identified if quotations are used. I will take precautions to ensure participants will not be identified by the quotations used. Data collected during this study will be retained for five years in my supervisor's locked office. Only researchers associated with this project will have access. There are no known or anticipated risks to you as a participant in this study. In appreciation of your time commitment, you will receive a $10 gift card to Chapters/Indigo. The amount received is taxable. It is your responsibility to report this amount for income tax purposes.

If you have any questions regarding this study, or would like additional information, please contact me at 226-220-0002 or by email at sandy.wong@uwaterloo.ca. You can also contact my supervisor, Dr. Katie Misener at 519-888-4567 ext. 37098 or email k.misener@uwaterloo.ca.

I would like to assure you that this study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee. However, the final decision about participation is yours. If you have any comments or concerns resulting from your participation in this study, please contact Dr. Maureen Nummelin in the Office of Research Ethics at 1-519-888-4567, Ext 36005 or maureen.nummelin@uwaterloo.ca.

I hope that the results of my study will be of benefit to those organizations directly involved in the study, as well as to the broader university community.

Yours Sincerely,

Sandy Wong

Student Investigator

CONSENT FORM

By signing this consent form, you are not waiving your legal rights or releasing the investigator(s) or involved institution(s) from their legal and professional responsibilities.

_____

I have read the information presented in the information letter about a study being conducted by Sandy Wong of the Department of Recreation and Leisure Studies at the University of Waterloo. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and any additional details I wanted.

I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses.

I am also aware that excerpts from the interview may be included in the thesis and/or publications to come from this research, with the understanding that the quotations will be anonymous.

I was informed that I may withdraw my consent at any time without penalty by advising the researcher.

This project has been reviewed by, and received ethics clearance through a University of Waterloo Research Ethics Committee. I was informed that if I have any comments or concerns resulting from my participation in this study, I may contact the Director, Office of Research Ethics at 519-888-4567 ext. 36005.

With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

☐YES ☐NO

I agree to have my interview audio recorded.

☐YES ☐NO

I agree to the use of anonymous quotations in any thesis or publication that comes of this research.

☐YES ☐NO

Participant Name: _____ (Please print)
Participant Signature: _____
Witness Name: _____ (Please print)
Witness Signature: _____
Date: _____
I have received a $10 Chapters gift card: _____ (signature)

Appendix I. Participant Feedback Letter

Department Letterhead
University of Waterloo

Date

Dear *(Insert Name of Participant)*,

I would like to thank you for your participation in this study entitled "Understanding value creation: A case study of collaboration between Student Affairs and student volunteers". As a reminder, the purpose of this study is to explore the experiences of collaboration between undergraduate student volunteers and Student Affairs units.

The data collected during interviews will contribute to a better understanding of the relationships created between student volunteers and Student Affairs. Using this understanding, I anticipate that this information will assist those involved in Orientation Week, but also, towards the broader University community. From an organizational level, this study can potentially illuminate strategies on how to create these meaningful experiences for students. From a student volunteer's perspective, this study may increase the volunteering experience, and ultimately get more students involved on campus.

Please remember that any data pertaining to you as an individual participant will be kept confidential. Once all the data are collected and analyzed for this project, I plan on sharing this information with the research community through seminars, conferences, presentations, and journal articles. If you are interested in receiving more information regarding the results of this study, or would like a summary of the results, please provide your email address, and when the study is completed, anticipated by July 2014, I will send you the information. In the meantime, if you have any questions about the study, please do not hesitate to contact me by email as noted below. As with all University of Waterloo projects involving human participants, this project was reviewed by, and received ethics clearance through a University of Waterloo Research Ethics Committee at the University of Waterloo. Should you have any comments or concerns resulting from your participation in this study, please contact Maureen Nummelin in Office of Research Ethics at 519-888-4567, Ext. 36005 or maureen.nummelin@uwaterloo.ca.

Sandy Wong

Candidate for Master of Arts
Department of Recreation and Leisure Studies
University of Waterloo, BMH 2220
sandy.wong@uwaterloo.ca

Appendix J. Participant Observation Information Letter

May 27, 2014

This information letter serves as notice about observations I am conducting as part of my study about exploring the experiences of collaboration between undergraduate student volunteers and Student Affairs staff. I am a Masters student working under the supervision of Dr. Katie Misener in the Department of Recreation and Leisure Studies. I would like to provide you with more information about this part of the project and what your involvement, and my role as the researcher, will entail.

Participant observation provides "a firsthand account of the situation under study and.. allows for a holistic interpretation of the phenomenon being investigated" (Merriam, 1991, p. 102). It is a method of data collection that will help to understand the experiences that happen between Student Affairs staff and student volunteers, in this context, Student Success Office, Federation of Students, and Faculty staff and FOC members.

Observations will allow me, the researcher, to describe the social environment, processes, and relationships within each team meeting. All information documented will remain confidential. Names, departments, and specific positions of staff and students, will not be identified.

If you have any questions regarding this study, or would like additional information, please contact me at 226-220-0002 or by email at sandy.wong@uwaterloo.ca. You can also contact my supervisor, Dr. Katie Misener at 519-888-4567 ext. 37098 or email k.misener@uwaterloo.ca.

I would like to assure you that this study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee. If you have any comments or concerns resulting from your participation in this study, please contact Dr. Maureen Nummelin in the Office of Research Ethics at 1-519-888-4567, Ext 36005 or maureen.nummelin@uwaterloo.ca.

Yours sincerely,

Sandy Wong

Student Investigator

Appendix K. Interview Guide

Introduction: Thank you for joining me today and expressing interest in this study. I would like to go over what the purpose of this study is about and what will happen afterwards.

So the purpose of my study is to understand the experiences and relationships that happen between Student Affairs and student volunteers. My intention is that this study can help the organization and also the students in the end.

Participation in this study is completely voluntary and it will be approximately one hour. You may decline to answer any of the interview questions if you wish. You may also withdraw from this study at any time without any negative consequences, please let me know if you choose to do so. With your permission, the interview will be audio recorded and transcribed for analysis. I will send you a copy of the transcript if you wish to review it.

Anything you provide me with today, including your name, department or organization, will not appear in any report resulting from this study. Anonymous quotations may be used with your permission. I will make sure that this information you provide me today will remain confidential.

Here is a more in depth information letter. If you agree with what the letter entails, or what I have just listed above, you may sign the form and we may begin. You can leave the gift card signature until the end of the interview.

Interview Questions

Participant Name: _____Date + Time: _____

- What is your position and role with Orientation Week? (who do you work with?)
- How long have you been involved?
- How did you get involved?
- Why did you get involved?
- How do you feel about this position (working with students/staff)?
- Can you tell me about your experience working with the FOC members? (From recruitment, to meet + greet, training, retreats, implementation of event)

Probe
o How is culture established?
o What does decision making look like?
o How is trust established?
o What does communication look like? (Freedom to speak up about ideas, disagreements, decisions – both staff and students, emails, telephone, texting, social media, Skype/Facetime)
  - What is the relationship like with the FOC members/staff members?

Probe
o What is your perspective on the role of a FOC member/staff member?
o Staff only: Are students involved to your expectations? How do you encourage them to be involved? How do you handle conflict?

- What was positive about the experience? What behaviours or actions from the students did you experience that made it positive?
- What made the experience negative?