2018

Perceived impact of PASS leadership experience on student leaders' transferable skills development

Deborah E. Laurs Dr
Victoria University of Wellington, deborah.laurs@vuw.ac.nz

Recommended Citation

Laurs, Deborah E. Dr, Perceived impact of PASS leadership experience on student leaders' transferable skills development, *Journal of Peer Learning*, 11, 2018, 27-40.
Available at:http://ro.uow.edu.au/ajpl/vol11/iss1/3

Perceived impact of PASS leadership experience on student leaders' transferable skills development

Perceived impact of PASS leadership experience on student leaders' transferable skills development

Deborah Laurs

ABSTRACT

The PASS (Peer Assisted Study Support) program has been operating at Victoria University of Wellington, New Zealand, since 2000, and currently provides weekly study sessions in more than 50 courses each year. As well as enhancing the first-year learning experience, PASS contributes to an institution-wide award that acknowledges the impact of extra-curricular activities on students' graduate attributes and employability skills. Selected from high-calibre candidates, PASS leaders already possess strong communication and thinking skills. Nevertheless, an online survey of current and former leaders between 2009-2014 [n=185] revealed a significant majority perceived that the experience of leading a study group, in particular the associated writing of weekly reflections, enhanced their confidence, cognitive and communication skills, as well as contributing to their CVs and job application success. Such results highlight the potential for student leaders to translate their day-to-day experiences into added value for life after university.

BACKGROUND
Peer learning
Peer learning takes many forms, with students often setting up their own informal groups, particularly in centralised and library-based 'study hubs'. Many institutions also offer formalised study programs, such as Supplemental Instruction (SI), a syndicated American approach to peer learning (Congos & Stout, 2003; Malm, Bryngfors & Mörner, 2012); Peer Assisted Learning or PAL (Capstick, 2004); or Peer-Assisted Study Support (or Sessions) known as PASS (Couchman, 2009; Laurs, 2009; McPhail, Despotovic & Fisher, 2012). Peer-led study sessions are led by fellow students who excelled in the course. In contrast to subject-based tutors, peer leaders facilitate 'active learning', encouraging group members to work together towards shared understanding. Programs such as PASS were initially designed for 'at risk' courses, rather than 'at risk' students (Capstick, 2003), but, at a growing number of institutions, the scheme has been extended to a wide range of courses that value active learning. At Victoria University of Wellington, the PASS program grew from five groups in 2001 to nearly 200 sessions in 2014, and is offered in some 50 core first-year courses across Commerce, Law, Humanities, Social Sciences and Chemistry, as well as selected 200- and 300-level courses in Psychology and Biotechnology.

There is a wealth of research on the social and developmental benefits for participants of 'learning how to learn' (Capstick, 2004; Ette, Burmeister & Elder, 2001), although it is difficult to accurately measure the degree to which student attendance at PASS impacts on academic results. Similarly, involvement in peer-learning programs offers potential benefits for peer-leaders (Congos & Stout, 2003; Couchman, 2009; Laurs, 2009; McPhail et al., 2012; Skalicky & Caney, 2010; Stout & McDaniel, 2006), which may also prove less easy to

measure. This is particularly the case with PASS's impact on leaders' skills development, given that the recruitment process relies on candidates already possessing strong communication, interpersonal and self-management skills before taking up the role. Nevertheless, the PASS experience offers potential for leaders to further develop these qualities through weekly self-reflections and ongoing support from the PASS Coordinator and senior mentors. Moreover, as this paper will show, the experience of facilitating a group of fellow students, *primus inter pares (first among equals)*, has potential to foster leaders' awareness of skills they can transfer to the workforce.

Graduate attributes

The broader applicability of leadership development is demonstrated by tertiary institutions' increasing focus on graduate profiles and employability skills (Barrie, 2006). As an example, alongside discipline-specific requirements, graduates at Victoria University of Wellington (VUW) are expected to demonstrate critical and creative thinking skills, communication skills, the ability to work independently and in teams, and an awareness of indigenous and global perspectives (Victoria University, 2014).

While curriculum developers seek to embed these skills within the disciplines, institutions are also recognising the potential for extra-curricular activities to contribute to a well-rounded curriculum vitae. At VUW, PASS is one such activity that contributes towards the university's extracurricular award scheme, Victoria Plus, established in 2008 to give participants the "opportunity to develop leadership, social responsibility and employability skills […to] gain valuable experience, broaden your thinking and learning, and reflect on your self-development" (*Victoria Plus Award*, n.d.). The program has two achievement levels: the certificate (which takes one year to complete) and the award (three years). Participants undertake a range of activities: (1) service (paid and voluntary, both on and off-campus), (2) personal development (attending workshops and seminars on interview skills, CV-writing, etc) and (3) a reflective e-portfolio (*Victoria Plus Award*, n.d.). Successful completion is acknowledged on recipients' academic transcripts, certificates are presented at a ceremony presided over by the Vice-Chancellor, and the scheme is endorsed by national and international employers. Involvement in PASS aligns perfectly with these objectives; not only are peer-leaders helping their fellow students, they also gain awareness of their own repertoire of transferable skills, as shown by the following comment from a respondent:

> "I am able to step back from my role as a student and think about ways to communicate knowledge, rather than just absorbing knowledge. I also think about the strengths and weaknesses of certain learning activities, and what I can do to achieve balance for students whom have different learning styles."

Benefits for leaders

The past ten years have seen a shift in the research on peer-learning, extending the focus from the impact on participants to peer-leaders. For example, Congos and Stout's (2003) investigated the benefits of SI leadership after graduation in terms of interpersonal, leadership, learning and work-related skills […which] ranged from increased confidence to the ability to say 'no' (Congos & Stout, 2003, p. 32). 'Benefits after graduation' can be equated to 'graduate attributes', a transferability of skills endorsed by Stout and McDaniel's (2006) further emphasis on the value of including leadership experience on one's CV.

Likewise, researchers have highlighted the importance of providing opportunities for student leaders to reflect on their performance. Skalicky (2008) and Laurs (2009) investigated the impact of extracurricular activities on leaders' self-development and Skalicky and Caney (2010) and McPhail (2012) extended the scope to skills gained by the more senior leadership level of student-mentors as well. Even though these investigations focused solely on working within the university context, findings such as "organisation, facilitation, support, attitude, relationships, role model, collaboration, communication, responsibility, and decision making" (Skalicky & Caney, p. 24) and "self-efficacy" (McPhail et al., p. 61), foregrounded the potential transferability of such attributes into the workplace. In a project similar to that of Congos and Stout (2003), Malm et al. (2012) revealed that recent graduates found the "most rewarding" aspect was the ability to apply team-building and interpersonal communication skills from their peer-leadership experience within the workplace.

The benefits of being a student leader were a key theme at the 8th National PASS Forum (Melbourne, 25-26 September, 2012) hosted by the University of Wollongong. Delegates shared anecdotal evidence of leaders going on to win internships and graduate positions with international firms, and a research incubator session led by Phillip Dawson (Monash), Jane Skalicky (UTas), Jacques van der Meer (Otago) and Kym Cowley (Newcastle) urged colleagues to extend research on PASS beyond the immediate leadership experience, in terms of its impact on leaders' sense of self-efficacy in relation to employment destinations.

Self-reflection

Data-gathering around the PASS leader experience already occurs at Victoria University of Wellington in an informal manner. After each session, leaders are required to email a brief reflection to the course coordinator, PASS Coordinator, mentor and fellow leaders (Laurs, 2015, p. 91). These weekly reports ('what we did/what went well/aspects to work on') not only fulfil the administrative purposes of capturing attendance details and monitoring performance, as noted by Hammill, Best and Anderson (2015), they provide an effective mechanism for leaders to evaluate personal development. Generally, weekly reflections tend to be session-specific: "I found it quite hard not to be seen as the 'teacher' and guide [students] to the answer rather than just saying what was on my answer sheet" and "I know now to divide the desks into smaller groups to make students feel more comfortable". Nevertheless, by taking a moment to reflect on what they did and/or might do differently next time, leaders are effectively engaging in critical thinking and communicative processes, developing their graduate attributes without possibly realising it.

RESEARCH QUESTIONS

In an attempt to combine the international demand to equip graduates for a globalised work force, the peer-learning community's call to gather more than merely anecdotal evidence, and Victoria University of Wellington's tradition of encouraging PASS leaders' self-reflection, this study sought to investigate whether peer-leaders perceived

- their experience of leading a PASS study group contributed to the development of transferable skills,
- the opportunity to write weekly reflections enhanced self-awareness of their skills-development, and

- these skills could be carried over into the wider employment arena.

PROCEDURE AND ANALYSIS

As noted by Capstick (2004), the range of variables associated with measuring the impact of peer-learning (such as participants' prior experience, motivation, academic background and subject-specific characteristics) makes it difficult to claim correlation between involvement in programs such as PASS and associated student outcomes. This also holds true when considering study-group leaders, whose selection for the position is based on demonstrated mastery of communication and interpersonal skills. Nevertheless, this study specifically sought to explore the experience of being a PASS leader, a phenomenon for which there are no right or wrong answers (Miles, Huberman & Saldana, 2014), in order to see whether participants were aware of the potential to transfer such skills beyond the peer-leadership role itself.

Participants were purposively selected from the Student Learning database of PASS leaders 2009-2013, based on current email addresses. Those who had already graduated, for whom the only contact details were a student@victoria.ac.nz address, were excluded, as were a small number whose Hotmail or Gmail addresses bounced. This sample yielded 300 names, but, after an initial response rate of only around 100, the survey was extended to current (2014) PASS leaders, yielding a total of 185 replies.

Procedure

A Qualtrics survey was distributed by email to past and present PASS leaders between June and August 2014. The questionnaire comprised a mix of five-point Likert scales and open-ended questions with accompanying text boxes, and also sought demographic information such as course(s) and year(s) of involvement as a PASS leader.

The Likert scale ranged from '1 strongly agree' to '5 strongly disagree', with statements such as

"The experience of being a PASS leader developed my...
- confidence
- communication skills
- listening skills
- ability to think critically
- ability to think laterally
- openness to diversity
- willingness to learn from others
- initiative and adaptability
- willingness to step outside my comfort zone.

The survey also asked demographic questions (such as "when were you a PASS leader?" and "for which course/s?"), and posed Likert scale or open-ended prompts for the following areas of interest:

- "Which quality did the experience of being a PASS leader help you develop the most/least?"
- "How did the task of writing reflections after each session contribute to your skills development?"
- "How did you use your experience as a PASS leader in relation to your CV and job applications?"

Ethics

Ethics is always a consideration when conducting research with known participants, particularly those with whom one has an 'employer/employee' relationship. Approval was sought from Victoria University of Wellington's Human Ethics Committee (approval #19564), and respondents were assured all responses would remain confidential, with data de-identified through the online survey gathering process.

RESULTS

Participation was voluntary, and not all respondents answered all questions. Overall, there was a total response rate of 61% (185 out of the 300 current and former leaders to whom the survey was sent).

Demographics

As many of the PASS leaders at Victoria University of Wellington study Law (a 4-5 year program if taken conjointly with another degree), the majority of respondents (i.e. 2011 leaders onwards: approximately 120/185) were likely to still be at university:
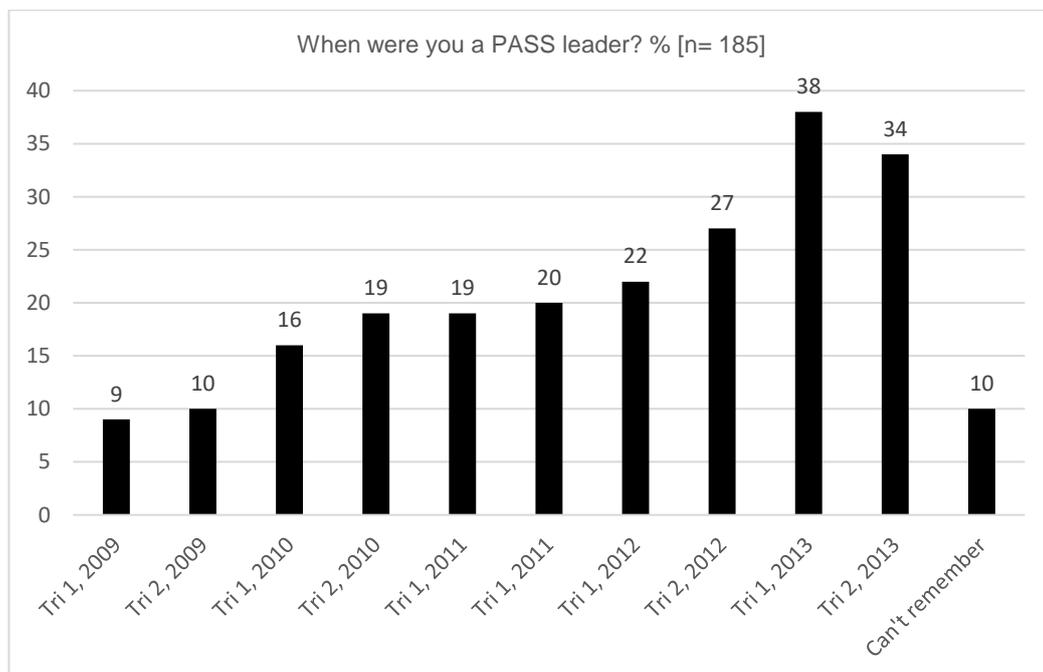

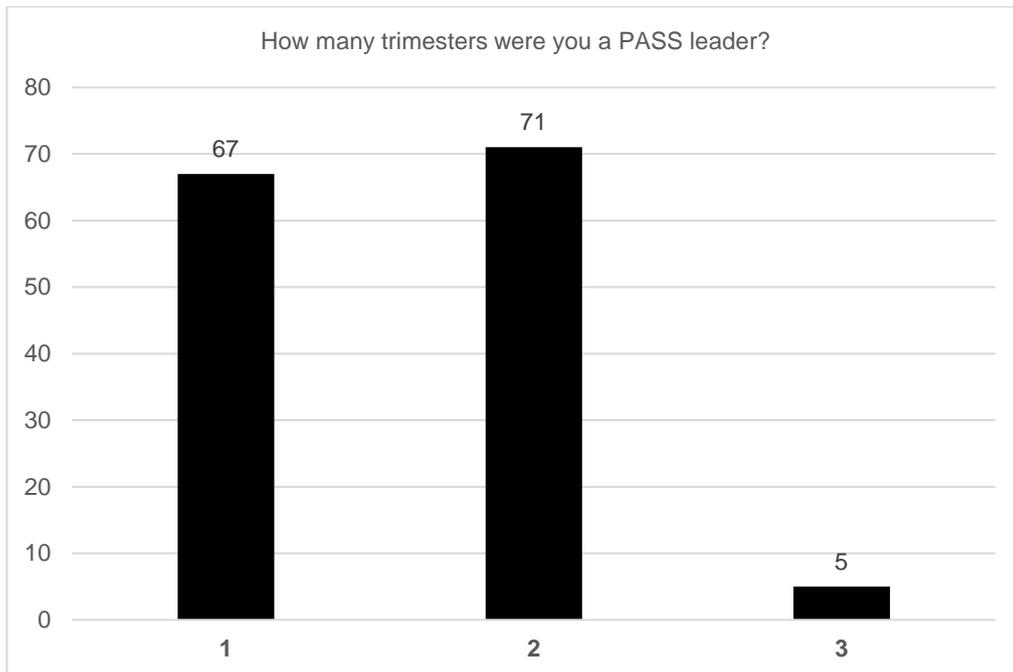*Figure 1*: Leaders' involvement by year

Figure 2. Leaders' length of involvement by trimester.

Participants were evenly-spread across length of involvement, with 49% having led PASS groups for one trimester and 50% for two trimesters, with only 1% involved across three trimesters. This brevity of involvement is a direct result of the program's focus on first-year courses, with new peer-leaders recruited each year.

Results showed that the greatest skills development occurred in PASS leaders' first trimester, although, interestingly, there was significant further development in "listening skills" ($p = 0.027$) and moderate further development in "initiative and adaptability" ($p = 0.092$) for 'two trimester' leaders.

The breakdown of respondents by subject area is largely representative of the program's spread across the university, as shown by Tables 1 and 2 below:

Table 1:
Leaders' involvement by subject (2009-2013)

	No. of respondents	
Humanities & Social Sciences	74	40%
Law	48	25%
Commerce	25	14%
Psychology	22	12%
Chemistry/Engineering	16	9%
	185	

Table 2:
PASS offerings at VUW in 2013

	No. of groups	
Humanities & Social Sciences	51	36%
Law	28	20%
Commerce	26	19%
Psychology	20	14%
Chemistry/Engineering	14	10%
	139	

These findings reveal the strong leaning within the PASS program at VUW towards what could be termed 'words-based' subjects, with nearly 90% of PASS groups at the university operating in Humanities, Social Sciences, Law, Psychology, Marketing and Management courses.

Skills development

One respondent observed that "If I didn't have [those skills] already, I don't think I would've made a good PASS leader", and another selected 'strongly disagree' for all responses, commenting that "sporadic attendance [made it] hard to know if students had confidence in me or not", which meant being a PASS lLeader had been a "poor experience" overall. Nevertheless, .most others considered the experience had contributed to the development of their transferable skills:

Table 3:
Perceived skills development

"Experience of being a PASS leader enhanced my…"	'Strongly Agree & Agree'
Communication skills	95%%
Initiative and adaptability	95%
Confidence	85%
Willingness to step outside comfort zone	85%
Willingness to learn from others	80%
Openness to diversity	77%
Ability to think laterally	70%
Ability to think critically	60%

Analysis based on leaders' likely affinity for words or numbers revealed little significant difference in responses for most categories. However, in comparison to leaders in Commerce, Law, Psychology, and Humanities and Social Sciences, leaders in Accounting, Chemistry, and Engineering reported feeling less-confident ($p = 0.225$) and less willing to go "beyond their comfort zone" ($p = 0.151$), but more "open to diversity" (p. 0.168).

As well as the Likert scale responses, participants had the opportunity to comment on which skills they felt the PASS experience had helped them develop the most (and least). The number of resulting optional comments does not reflect the Likert scale percentages, but the following examples typify respondents' range of perceptions:

Communication:
Most developed skill [76 comments]: "It surprised me at first, the vast variety of different ways students could understand the same thing, and the first few sessions were a bit of an adjustment to try to understand the communicative standpoint of subsets of student and develop strategies for being able to clearly and effectively communicate back in a way that was suited to them."
Least developed [1 comment]: "Public speaking did not really improve as the situation in class was always an active learning environment, so I never had to stand up and talk that much."

Initiative and adaptability:
Most developed [24 comments]: "I met different types of learners [so] it taught me that I had to adapt my own style in order to find something that fit everyone."
Least developed [1 comment]: "The *PASS Leader Manual* provided plenty of suggestions of things to do."

Confidence:
Most developed [94 comments]: "I'm a non-native speaker who was leading an [English Literature] PASS group – just by being that was really a big boost to my self-confidence. Furthermore, the group was accepting and non-judgemental so I felt safe to learn from my mistakes instead of regretting them."
Least developed [6 comments]: "It was hard to know if the students appreciated my assistance or had confidence in me during the sessions. However, their feedback at the end of the semester was very helpful in building my confidence."

Comfort zone:
Most developed [10 comments]: "Willingness to go beyond my comfort zone: being forced to walk into a group of peers who I had never met before and take charge with seemingly no basis of authority behind me."
Least developed [1 comment]: "I had quite a bit of experience in public speaking and so did not find running sessions all that intimidating, although it was still fairly challenging at times."

Learning from others:
Most developed skill [1 comment]: "I had already done the course, but [group members'] knowledge was better than mine in other areas, because everyone learns at different rates with different content."
Least developed [1 comment]: "Sometimes other leaders' creative ideas were really cool and exciting but didn't transfer well over to my PASS session."

Openness:
Most developed skill [21 comments]: "It was a real eye opener to realise the way other people come to a problem or see a scenario."
Least developed [1 comment]: "Already pretty open to diversity."

Thinking laterally/creatively:
Most developed skill [39 comments]: "I had to come up with new examples and ways of covering accounting concepts/ideas so that the students would be able to understand them and apply them to their lives/situations [...] twisting what would normally be a boring subject into something engaging."
Least developed [3 comments]: "I was able to draw on a large range of possible activity ideas in the PASS leaders' booklet (although I did adapt a few to suit the course)."

Thinking critically:
Most developed [60 comments]: "In order to be able to facilitate meaty discussion, I had to first grapple with difficult concepts and a range of ideas myself and consider novel ways of understanding reality."
Least developed [8 comments]: "I was covering stuff that I had done before and so wasn't as critical with the material."

Impact of weekly self-reflections
In order to further explore leaders' perceptions in terms of self-awareness, the survey also sought respondents' views on being required to write a reflection after each session (outlining 'what they did, what went well, and what needs to be worked on'). Respondents generally agreed that writing weekly reports helped them develop greater self-awareness, but were less certain than with the development of specific transferable skills noted earlier:

Table 4:
Perceived benefits of self-reflection

"Experience of writing weekly reports enhanced my…"	'Strongly Agree & Agree'[1]
Awareness of weaknesses	69%
Awareness of strengths	65%
Time-management	60%

While one respondent considered writing reports made no difference ("Most leaders can tell during the session if it's going well based on students' engagement; the weekly reports don't add to it."), 13 others reported that they had learned more about themselves. Most focused on the ability to identify weaknesses, but two also acknowledged what they were doing well:

"Weekly reports naturally spark self-reflection: for me, I would focus on areas of improvement e.g. how I could communicate ideas better, or how to promote a more open, engaged learning environment. I guess I was always trying to improve, so I'd try to give myself constructive criticism."

"I have always focussed on the ways I can improve without thinking about my strengths. Now I think, 'Hey that went well, let's do it again next week'."

---

[1] NB: As noted above, one respondent selected 'strongly disagree' for all responses.

Sample weekly reflections
Leaders approach the weekly reflection requirement in different ways. Some merely recount the activities covered, or focus on group members' performance rather than self. Others, by nature are more insightful, as shown by the following representative extracts drawn from 2014 leaders' weekly reports:

> "Rushed things a bit today: need to spend more time on fewer concepts and allow group to set the pace."

> "My weekly reports have been quite delayed this semester, sometimes not until the night before the next session. I need to make sure I do these things as soon as I can so that I don't forget about them. This highlights a similar weakness in my own studies, so I'm glad I've identified it."

Relevance to future directions
As noted earlier, although many of the respondents were still studying rather than in full-time employment, all recognised the value of their PASS leadership experience, particularly in terms of enhancing their curriculum vitae and job applications:

Table 5
Applicability of leadership experience to future employment

"Where have you used your PASS experience?"	'Strongly Agree & Agree'
CV	95%
Job application	69%
Job interview	40%
Scholarship application	23%
Internship application	22%
Cover letter	22%

Of the 77 respondents who answered the further question, "Has the PASS leadership experience helped you get a job?", 56% reported it had helped them gain a part-time job while studying, and 12% during the holidays.

Regarding full-time employment, 18% had used their PASS experience to obtain work during holidays, and 14% reported it had helped them gain a full-time position upon graduation.

Respondents' main post-PASS areas of employment were university-based tutoring (20%), research assistantships (12%), and internships (8%), with 6% of respondents going on to graduate positions with major New Zealand law firms such as Chapman Tripp, Bell Gully and Russell McVeagh, and the international accounting firms of PricewaterhouseCoopers, Ernst Young and KPMG. Indeed, one former leader replied, apologising that he was unable to complete the survey because he was too busy working for KPMG overseas—another answer, in effect, in itself.

Applicability to job interviews

Fifteen respondents specifically commented on the value of their PASS experience when applying for full-time jobs, with four representative answers reproduced below:

> "My experience working with and managing others (team-work, collaboration, etc). It's a big advantage when employers know you can handle these types of situations."

> "When I was applying for graduate positions, prospective employers/interviewers were really interested in the skills that I had gained while being a PASS leader – so things like public speaking and confidence. These skills that I gained while being a PASS leader, I believe they thought would be greatly transferable to the work that I will be undertaking next year … so communicating with clients etc."

> "My employer liked that I was involved with university and had been given a leadership role. I also emphasised that it required autonomy and initiative, which they liked, as they needed someone who could be independent and get the job done."

> "Being a PASS leader led me to a career I adore!"

DISCUSSION

This project sought to investigate leaders' perceptions of their PASS leadership experience in terms of transferability of skills, the impact of reflecting on their performance after each session, and the value of mentioning this experience when applying for jobs.

Respondents acknowledged the impact of their leadership experience on the development of skills such as confidence, communication, and willingness to 'step outside their comfort zone' and 'learn from others', which align with the institutional aim to produce "global citizens" (Victoria University, 2014). Responses ranged from 95% agreement that being a PASS leader helped develop initiative and communication skills to 70% and 60% respectively for creative and critical thinking.

The question focusing on 'writing weekly reports' was intended to prompt further awareness of cognitive skills development (appraisal of 'strengths' and 'weaknesses'). However, even with this probing, fewer than 70% of respondents felt this targeted opportunity for self-reflection made an impact. In some ways, this is to be expected. For many leaders, the weekly report serves solely to record what students have done in the session, rather than their own performance (although some reflections end up being more insightful than leaders may realise). Within the wider university context, fostering critical and creative thinking is generally the preserve of academic programs, yet even there, students are often uncertain about what such skills entail. Co-curricular activities such as PASS can complement the more formal avenues of teaching and learning by providing opportunities to apply these skills, as well as less-assessable qualities such as confidence and openness.

The large involvement of humanities and social sciences courses within the PASS program at VUW, in comparison to number-based courses, appeared to have little effect on leaders' perceptions of the experience. This can perhaps be attributed to the selection process, which privileges candidates with strong interpersonal and communication skills over those with mere subject expertise. Having said this, respondents from Chemistry, Accounting and Engineering reported feeling slightly less confident promoting 'active learning' than leaders in other courses. As one noted, "Asking 18-20 year olds to participate in games can make the students resentful and embarrassed". This highlights that PASS leaders may have to work harder to generate group interaction in academic contexts where 'correct' answers (rather than sharing opinions and discussion) are the norm.

Perceptions from 185 (2009-2014) PASS leaders at Victoria University of Wellington, New Zealand, including 65 in the permanent workforce, revealed that the experience of leading a PASS study group equipped them with marketable skills such as autonomy, initiative, openness to diversity, self-awareness and the ability to set goals and work both independently and collaboratively. Although the majority of respondents were still studying, rather than in full-time employment, over half had part-time jobs. From the total sample, a significant majority (95%) saw value in adding their peer-leadership experience to their CVs, with more than two-thirds including the role on job applications and 40% citing the skills they had gained as PASS leaders when interviewing for positions.

Although the literature clearly reinforces that leading a PASS study group offers opportunities for self-development, each of the comparable studies addresses competencies slightly different from this paper. For example, Congos and Stout (2003) investigated transferable skills such as confidence, communication and thinking under the categories of interpersonal, learning, leadership and work-related skills, but also included teaching-specific qualities such as note-taking, lecturing and lesson-planning. Similarly, McPhail *et al* (2012) reported on leaders' self-efficacy, based on similar, but also different, criteria: job satisfaction ('confidence', 'relationship with PASS coordinator' and 'satisfaction with training'), performance ('achieving goals') and cognitive development ('self-appraisal of capabilities'). Skalicky and Caney (2010) outlined the benefits of providing leaders with self-reflection opportunities, but did not explore their impact. Malm et al. (2012) reported on graduates' perceptions of the leadership experience in terms of confidence and communication skills, but also included qualities such as empathy, team-work, subject understanding and organisational skills.

By combining these three aspects of investigation (interpersonal skills, opportunities for self-reflection and applicability to the workplace) into one study, this paper seeks to further contribute to research on the potential for peer-leaders to translate their PASS experience into added value for life after university.

LIMITATIONS AND FUTURE RESEARCH
This study goes some way to fulfilling the call for research on graduate destinations of PASS leaders, although the sample was limited by the ability to contact participants. University-based email addresses expire on graduation and not everyone was still using the same Gmail or Hotmail address they had when leading a study group, which potentially skewed the response rate in

favour of those still at university. It would be valuable to capture further data from more graduates in full-time employment.

Basing the study upon one institution's specific graduate attributes limits comparability with other studies, which may have other drivers and/or variables of interest. It would, nevertheless, b e valuable to further explore the program's potential across a range of contexts.

CONCLUSION
To be selected in the first place, peer-leaders must possess sound interpersonal and communication capabilities. Nevertheless, this study shows that the PASS program at Victoria University of Wellington, New Zealand offers a conducive environment in which to develop and apply cognitive, communicative, self-management and interpersonal skills that peer-leaders perceive as being potentially transferable to employment.

REFERENCES
Barrie, S. (2006). Understanding what we mean by the generic attributes of graduates. *Higher Education, 51*(2), 215-241.

Capstick, S. (2004). *Benefits and short comings of Peer Assisted Learning (PAL) in higher education: An appraisal by students.* Working copy of paper for Peer Assisted Learning Conference, January, 21, 2004, Bournemouth, UK. Retrieved   from http://pal.bournemouth.ac.uk/documents/Bnfts%20%26.%20Shrtcmngs%20%20of%2 0PAL3.pdf.

Career Development. (2014). *Victoria plus award recipient profiles.* Retrieved from http://www.victoria.ac.nz/st_services/careers/career_development/victori aPlus/Studen t%20profiles.aspx.

Congos, D. H., & Stout, B. (2003). The benefits of SI leadership after graduation. *Research and Teaching in Developmental Education, 20*(1), 29-41.

Couchman, J. A. (2009). An exploration of the 'lived experience' of one cohort of academic peer mentors at a small Australian university. *Journal of Peer Learning, 2*, 87-110. Retrieved from http://ro.uow.edu.au/ajpl/vol2/iss1/5.

Etter, E. R., Burmeister, S. L., & Elder, R. J. (2001). Improving student performance and retention via supplemental instruction. *Journal of Accounting and Education 18*(4), 355–68.

Hammill, J., Best, G., & Anderson, J. (2015). Developing student mentor self-regulation skills through formative feedback: Rubric development phase, *Journal of Peer Learning, 8*, 2015, 48-58. Retrieved from:http://ro.uow.edu.au/ajpl/vol8/iss1/6

Laurs, D. (2009). Developing student leaders' graduate attributes: How student learning support can play a part. In M.A.F Silvester (Ed.), Transformations: *Proceedings of the 2008 Annual International Conference of the Association of Tertiary Learning Advisors of Aotearoa New Zealand* (pp.68-88). Auckland, NZ: ATLAANZ.

Laurs, D. (2015). *PASS leaders' manual.* Wellington, NZ: Student Learning, Victoria University of Wellington.

McPhail, R., Despotovic, W. V., & Fisher, R, (2012). Follow the leader: Understanding the impact being a P.A.S.S leader has on self-efficacy. *Journal of Peer Learning 5*(1), 1-18. Retrieved from http://ro.uow.edu.au/ajpl/vol5/iss1/7.

Malm, J., Bryngfors, L., & Mörner, L-L. (2012). Benefits of guiding supplemental

instruction sessions for SI leaders: A case study for engineering education at a Swedish university. *Journal of Peer Learning, 5(*1), 32-41. Retrieved from http://ro.uow.edu.au/ajpl/vol5/iss1/1.

Miles, M.B., & Huberman, A.M., & Saldana, J. (2014). *Qualitative data analysis.* Thousand   Oaks,   CA: Sage. Queensland University of Technology. (2013). Section 4.3.3: Graduate capabilities. *Manual of policies and procedures.* Retrieved from http://www.mopp.qut.edu.au/C/C_04_03.jsp.

Skalicky, J. (2008). Providing multiple opportunities for PASS leaders to reflect critically. *Australasian Journal of Peer Learning 1*, 91-97. Retrieved from http://ro.uow.edu.au/ajpl/vol1/iss1/11.

Skalicky, J., & Caney, A. (2010). PASS student leader and mentor roles: A tertiary leadership pathway. *Journal of Peer Learning, 3*(1), 24-37. Retrieved from http://ro.uow.edu.au/ajpl/vol3/iss1/4.

Stephen, M. (2014). *PASS mentor manual.* [M. Zaccagnini, M., & S. Rogan

(Eds.).] Wollongong, NSW: PASS Program, Student Support and Peer

Learning, University of Wollongong.

Stout, M. L., & McDaniel, A. J. (2006). Benefits to supplemental instruction leaders. *New Directions for Teaching and Learning, 106*, 55-62.

Victoria University. (2014). Graduate profile. *Learning and teaching*: Victoria University   of   Wellington.   Retrieved   from http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile.

Victoria plus programme. (n.d.). Career Development and Employment: Victoria University   of   Wellington.   Retrieved   from http://www.victoria.ac.nz/students/get-involved/vic-plus.