



# **Bobtober Model**

**Building the capacity for Student Services staff to improve engagement across the institution and more broadly**

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# The beginning...



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# Background



- Strong commitment to student support
- Individual client contact as core business
- Impaired model of service delivery?
- <5% student body
- Risk of burnout
- Impairs career development opportunities
- “I am my position”

# The Vision



- Increase 'touch points' with student body
- Workload variety
- Career opportunities
- Continuous quality improvement
- Increase stakeholder scope
- Give staff the authority to participate in activities that exist outside of direct client contact in order to enhance student and community engagement
- Workload management model
- Learning organisation (Senge, 1990)

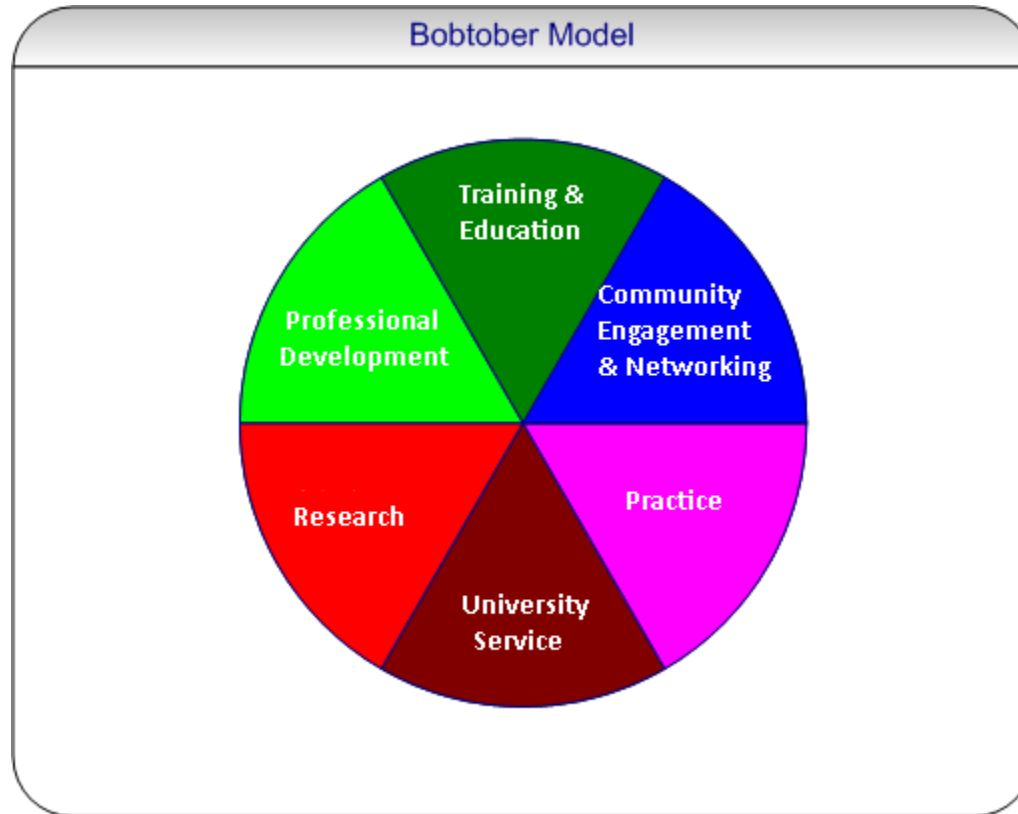
“a process whereby teacher leaders and their principals engage in collective action to build capacity. It embodies mutual respect, shared purpose and allowance for individual expression”

(Andrews & Crowther, 2002, p. 3)

- Untapped professional expertise and leadership potential
- Collective responsibility
- Management team working in parallel with staff
- Management team – metastrategy
- Staff team – practice and service leadership
- Goal alignment
- Individual expression via collaborative individualism to harness creativity, respect for individuality, and encouragement of innovation.
- enables the ‘knowledge-generating capacity’

[Andrews et al (2004); Andrews & Crowther (2002); Crowther et al (2009); Lewis & Andrews (2009)]

# Bobtober Model



# Bobtober Parameters



## **Practice**

- *Core business*

## **University service**

- *Representation for section/department at external forums*
- *Contributions to activity outside of immediate workgroup*

## **Research**

- *Informal or formal related to the Service/practice*
- *Continuous improvement activity*

## **Professional development**

- *Discipline*
- *Area of interest that impacts on the Service*

## **Training & education**

- *Provision of*
- *Students, Staff, Community*

## **Community engagement & networking**

- *External to university*
- *Sector, local community*
- *Building partnerships*



- Results for Student Services
  - Career Opportunities
  - Cross-Unit Cooperation
  - Workload
- Bobtober model helps to address these issues



- USQ Counselling & Health Service
- Overview:
  - Changing perceptions
  - Balancing workloads
  - Planning & goal setting
  - Reporting framework
  - Facilitates team processes
  - Reflective practice

# Changing Perceptions



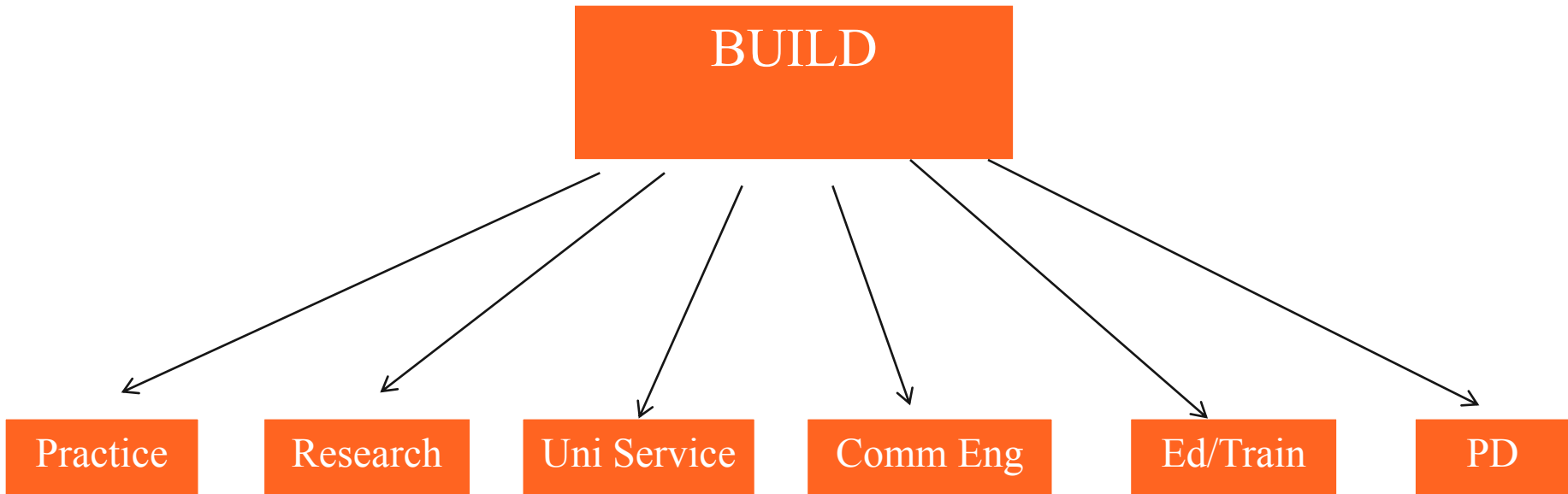
- From deficit model, reactive approach – to positive, proactive & preventative approach
- Broadening our perspective - all parameters important to quality service delivery
- Expected and accepted part of role (not something extra if time permits)
- Stepping out of “comfort zone” for some staff
- Formalising through performance management system

# Balancing Workloads



- Bobtober parameters not mutually exclusive
- Heavy focus on practice (our core business)
- Some provision of education/training to students, but little to staff, and even less to community
- PD compulsory for maintenance of registration, but limited sharing
- Main target areas:
  - University service, community engagement, & research

# Planning & Goal-Setting



# Reporting Framework



- Weekly individual reports (to Manager)
- Report to team
- Informs reporting to Student Services executive, SMD Managers, and other stakeholders

# Facilitates team processes



- Keeps colleagues informed
- Working within and across teams
- Provides opportunities for:
  - Relationship building
  - Collaboration
  - Contribution
  - Sharing of information & resources



- Monitoring
- Reflecting
- Evaluating
- Acknowledgement of effort
- Consolidation of learning (e.g., echo conferences)
- Identification of gaps
- Goal-setting & action-planning

# Examples



- Practice: multi-skilling, data collection
- Uni Service: Assisting with scholarships assessments, rep on Orientation committee, SJC, Open Day committee, attend campus events (Harmony Day, GO Days, Disability Action week)
- Comm Eng: presentations by TACT, TASC, QLD Justices Assoc, SASS, contacting welfare orgs, attending MHPN, QDLO networking events,
- Research: Orientation benchmarking, pilot and evaluate drop-ins, desktop audit of website, current services, etc.
- Edu/Train: Exam supervisors, RLOs, Collegiate team, workshops for students, echo conferences for staff
- PD: conferences, seminars, psychology workshops, APS



- Some initial challenges with implementation of the model – mostly related to need for clarification
- Legitimises time allocation to a variety of activities (e.g., university service, community engagement, & research)
- Greater creativity, innovation, involvement
- Process becoming more routine and embedded (e.g., reporting)
- A “work in progress”



# Questions?

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