PEER MENTORING

GUIDE

AMM / IAM
# Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Welcome</td>
</tr>
<tr>
<td>03</td>
<td>What Is Peer Mentoring?</td>
</tr>
<tr>
<td>04</td>
<td>Why Is Peer Mentoring Important?</td>
</tr>
<tr>
<td>05</td>
<td>Applying Peer Mentoring Practices</td>
</tr>
<tr>
<td>06</td>
<td>Culturally Relevant Approaches</td>
</tr>
<tr>
<td>07</td>
<td>How Do I Build the Relationship?</td>
</tr>
<tr>
<td>08</td>
<td>Do I Need to Set Boundaries?</td>
</tr>
<tr>
<td>09</td>
<td>Communication Tools</td>
</tr>
<tr>
<td>10</td>
<td>How Can I Build a Safe Space?</td>
</tr>
<tr>
<td>11</td>
<td>Mentoring Activities</td>
</tr>
<tr>
<td>12</td>
<td>Tips for a Successful Mentorship</td>
</tr>
<tr>
<td>13</td>
<td>Resources</td>
</tr>
<tr>
<td>14</td>
<td>Acknowledgements and Citations</td>
</tr>
</tbody>
</table>
WELCOME TO THE AMM MENTORING PROGRAM. WE ARE THANKFUL YOU HAVE COMMITTED TO BEING A MENTOR. THIS RESOURCE GUIDE WILL HELP YOU NAVIGATE YOUR MENTORSHIP.

As a peer mentor, you can provide guidance and establish a collaborative relationship with your mentee, navigating them through their academic and professional endeavors while also being an inspiration and role model.

Peer mentorship has been identified as a key component to a first-year college student’s success. Both peer mentor and mentee have unique lived stories that can add value to academic goals.

A peer mentor can be there to support mentees by listening to their needs, being empathetic, providing valuable feedback and creating a sense of belonging and connectedness.

The purpose of this guide is to create a successful experience for both peer mentor and mentee through these training materials.
WHAT IS PEER MENTORING?

A peer mentor is “a person who provides guidance, support, and practical advice to a mentee who is close in age and shares common characteristics or experiences” (Yomtov et al., 2017, p. 26).

Peer mentoring is a form of mentorship consisting of a higher-level student providing support, guidance, and knowledge to a lower-level student in attempts to aid in the improvement of their academic performance (Colvin & Ashman, 2010).

A PEER MENTOR IS:

- available, accessible, and consistent
- prompt and reliable
- caring and supportive
- good listener and confidant
- encourager, friend, guide, and coach
- positive role-model

A PEER MENTOR IS NOT:

- neglect, ignore, or is unstable
- late or untrustworthy
- negative, rude, or cross boundaries
- aggressive or force
- judge, criticize, or gossip
WHY IS PEER MENTORING IMPORTANT?

Students generally take the opinions of their peers extremely seriously. This implies that a mentee’s feeling of self-worth can be significantly impacted by favorable peer mentoring relationships.

Mentees may feel more at ease discussing worries and issues with their mentors because peer mentors and mentees are of a similar age. This improves the mentee’s access to the right resources and help when it is needed. Karcher (2007) identified the following benefits:

**Benefits for Peer Mentor**
- Improved reasoning skills
- Better ability to relate to parents
- Improved communication skills
- Greater feeling of connection
- Increased self-esteem
- Increased empathy
- Increased conflict resolution skills
- Greater patience
- Improved organizational skills
- Increased cultural capital which helps mentors to understand their own challenges and experience

**Benefits for Mentees**
- Increased academic achievement
- Greater self-efficacy
- Improved social skills
- Greater feeling of connection to school and peers
- Decreased behavioral problems
- Lower rate of engaging in risky behaviors
- Increased school guidance
- Greater rate of continuing education
APPLYING PEER MENTORING PRACTICES

1. SUPPORT SOCIAL AND CAMPUS INTEGRATION
   Make it a priority to encourage your mentees to attend campus events, introduce them to the department faculty and staff, and department tours.

2. PROVIDE ACADEMIC GUIDANCE AND SUPPORT
   Get to know mentees’ class schedule and any library or tutoring resources that may assist with their daily academic journey.

3. PROMOTE STUDENT WELLNESS, LIFE BALANCE, AND SELF-EFFICACY
   Make sure you listen empathetically, promote mentees’ strengths, and are knowledgeable with the campus health center resources.

4. UNDERSTAND CULTURE AND VALUES TO CREATE SHARED VISION OF SUCCESS
   Share your lived experiences with mentees to provide encouragement in regard to their own goals and understand their unique background. Believe they are determined individuals.

5. PROVIDE A SAFE ENVIRONMENT FOR PERSONAL AND PROFESSIONAL GROWTH
   Build a space for equal and open discussions where both you and mentees are caring and supportive, actively listen, and share for the growth of all.

6. DIRECT TO APPROPRIATE ACADEMIC AND NON-ACADEMIC RESOURCES
   Be aware of all resources that are available for student success and professional development to properly direct mentees based on their specific needs.
CULTURALLY RELEVANT PEDAGOGY (CRP) AIMS TO ADDRESS STUDENT ACHIEVEMENT, WHILE ACCEPTING AND AFFIRMING STUDENTS’ CULTURAL IDENTITIES (LADSON–BILLINGS, 1995).

IN PEER MENTORING, SEVERAL METHODS CAN ENSURE DIVERSITY AND INCLUSIVITY WHILE DEVELOPING AND ESTABLISHING A MENTOR–MENTEE RELATIONSHIP. KIER AND JOHNSON (2022) AND FIGUEROA AND RODRIGUEZ (2015) OUTLINE SOME POTENTIAL APPROACHES RELATED TO CULTURALLY RELEVANT EDUCATION:

**SMALL GROUP DISCUSSIONS**

Give the mentees an opportunity to share and discuss their own perspectives in small groups as this will allow them to be more open to diverse viewpoints.

**LEARNING REFLECTIONS**

Provide mentees a way to think and express their learning experience in attempts to help them better understand who they are and their future academic endeavors.

**MENTOR–MENTEE FEEDBACK**

Be constructive and respectful all while taking into account each mentee’s strengths and cultural background – don’t evaluate or provide personal judgment.

**SHARING LIVED EXPERIENCES**

Insights into your own lived experiences can be extremely valuable to mentees as it is a means for increasing mentees’ culture awareness.
HOW DO I BUILD THE RELATIONSHIP?

THERE IS NO ONE CONCRETE WAY OF BUILDING A RELATIONSHIP. TRY NOT TO FORCE A RELATIONSHIP, IT SHOULD BE ORGANIC.

Refrain from asking invasive questions that may be too personal. Instead, you can use reaffirming questions during your conversations, such as:

- How do you feel about that?
- What do you need to accomplish that goal?

Remember to keep an open mind when engaging with your mentee and refrain from judgement or try not to make decisions for them.

You can also use icebreakers, as well as common interests and hobbies, if you feel the conversations are not happening organically.

- What do you like to do outside of school?
- What are some things that bring you joy?

Lastly, learn what values and customs are important to your mentee, such as what cultural challenges they may face, to create goals that support one another.
DO I NEED TO SET BOUNDARIES?

WHEN ENTERING AND ESTABLISHING A MENTORSHIP RELATIONSHIP, IT IS IMPORTANT TO SET BOUNDARIES AS IT HELPS TO HAVE REALISTIC EXPECTATIONS OF ONE ANOTHER AND AVOID AWKWARD SITUATIONS.

In your initial introductory meeting, disclose what conversation topics are off-limits.

Think about your own and mentees’ cultural backgrounds and share what language or words and any behaviors that are off-limits.

It is also important to share what are the best and appropriate ways to communicate with one another. This includes, but is not limited to mode, specific times, days, and frequency.

You will also need to set a comfortable space for you and mentees to meet. Prioritizing safety and explore both in-person or virtual meetings.

Remember to think about your own role as a peer mentor and clarify to mentees what your role entitles – what you can and cannot reasonably do with and for mentees.

Keep in mind that with time mentorship relationships change which also means that boundaries may change. In such scenarios, communicate with mentees to revisit and reestablish boundaries if needed.

Lastly, be mindful and try not to shut-down or dismiss any of your mentees’ ideas or thoughts. Remember that the goal is for mentees to feel like you both have something to gain from the mentorship relationship.
COMMUNICATION TOOLS

To help you build your communication skills and achieve effective conversations, explore how to communicate with mentees according to Bottomley (2012):

**ACTIVE LISTENING**
Just listen. It is important to affirm and show mentees that you are interested and understand what they are sharing with you. To do so, you can paraphrase what the mentee has said, as well as nod and keep eye contact throughout the conversation.

**OPEN-ENDED QUESTIONS**
To maintain momentum while having a conversation with mentees, it is recommended to use questions that elicit lengthier responses. To do so, try to omit questions that can be answered with a "yes" or "no" or other one word responses.

**BODY LANGUAGE**
Pay close attention to mentees’ and your own body language since it can send the wrong messages and mood when having a conversation. Ensure you keep eye contact, have good posture, and arms are relaxed to make mentees feel comfortable.

"I" **STATEMENTS**
To clearly express your own personal experiences and opinions, use sentences that start with "I". Using these types of statements ensures you are understanding mentees’ perspectives.
HOW CAN I BUILD A SAFE SPACE?

The Fearless Classroom, developed by AMM lecturer Dr. Ron Heimler, has been hosted at Cal Poly Pomona since Fall 2019 as a way to build a psychologically safe classroom for students and instructors to interact with respect and trust (Cañedo & Heimler, 2022).

During mentor–mentee meetings, this fearless approach can be used to build a safe space for both parties to effectively communicate. Use the following elements to build a safe and fearless environment:

- **TRUST**: Share your knowledge, skills, and abilities with mentees.
- **HUMILITY**: Recognize your abilities and limitations and use them to guide mentees.
- **RESPECT**: Be kind and courteous to mentees and listen attentively free of interruptions or judgment.
- **COMPASSION**: Help and guide mentees learn from their mistakes and weaknesses.
- **EMPATHY**: Be patient and acknowledge mentees’ unique situations and feelings.
MENTORING ACTIVITIES

ARE YOU READY TO GET STARTED AND BEGIN YOUR JOURNEY AS A PEER MENTOR? HERE ARE SOME SUGGESTIONS FOR PLANNING YOUR NEXT STEPS!

INTRODUCTORY MEETING

It is recommended to schedule an introduction meeting with mentees within 2–weeks of being paired. Remember to be flexible and mutually decide the best method of communication and mode with the mentee. During the meeting, discuss agreements, roles, objectives, and meeting schedule.

ESTABLISH MENTORSHIP SCHEDULE

Outline the specific meeting schedule, including frequency and mode, as well as mandatory events and activities that must be completed by the mentee. It is recommended to use a calendar-type template that shows the length of the mentorship to avoid confusion.

DEVELOP GOALS

Setting goals with mentees and actively working towards them together will be a primary activity. These goals can be academic, for professional development, career exploration, internship opportunities, as well as identity and sense of belonging. When setting goals, refer to the S.M.A.R.T. approach and template for guidance.
Don’t be afraid to assign activities between meetings that will assist mentees achieve their goals.

Work on building a positive, trustful, and collaborative relationship in and outside school.

Hold your mentee accountable for their actions and any other steps taken towards the achievement of their goals.

Share your lived story with mentees on how you got to be where you are today to encourage and inspire mentees.

Don’t be afraid to share your success and achievements, as well as your failures.

Keep an open-mind when engaging with mentees and never make assumptions about your mentees and their background.

Be a good listener and actively listen with compassion.

Celebrate mentees’ achievements and success, whether those are big or small.

Don’t lose motivation! View mentees as determined individuals with unique strengths.

Remember to always keep the mentorship relationship reciprocal.

Learn from mentees and their own lived experiences.
MENTEES’ SUCCESS AT AMM AND CAL POLY POMONA MAY DEPEND ON THEIR AWARENESS OF THE RESOURCES ACCESSIBLE ON CAMPUS. A LIST OF SOME SIGNIFICANT RESOURCES THAT CAN BE HELPFUL TO YOU ARE PROVIDED BELOW.

**UNIVERSITY LIBRARY**
(909) 869-3074
library@cpp.edu
Bldg. 15, Main Entrance

**LEARNING RESOURCE CENTER**
(909) 869-3502
lrc@cpp.edu
University Library, room 15–2921

**OFFICE OF UNDERGRADUATE RESEARCH**
(909) 869-5296
our-cpp@cpp.edu
Bldg. 15, Main Entrance

**CAREER CENTER**
(909) 869-2342
career@cpp.edu
Bldg. 97, room 100

**CARE CENTER**
(909) 869-5071
carecenter@cpp.edu
Bldg. 97

**STUDENT HEALTH & WELLNESS SERVICES**
(909) 869-4000
health@cpp.edu
Bldg. 46

**INTERNATIONAL TEXTILE & APPAREL ASSOCIATION**
https://itaaonline.org/
info@itaaonline.org

**AMERICAN ASSOCIATION OF TEXTILE CHEMISTS & COLORISTS**
https://www.aatcc.org/
ordering@aatcc.org

**AMERICAN APPAREL & FOOTWEAR ASSOCIATION**
https://www.aafaglobal.org/
member@aaafaglobal.org

**FASHION SOCIETY**
AMM Club
fashionsocietycpp@gmail.com

**AATCC SOCAL BRONCOS**
AMM Club
aatccbroncos@gmail.com

**APPAREL MERCHANDISING & MANAGEMENT ASSOCIATION**
AMM Club
fcppamma@gmail.com
ACKNOWLEDGEMENTS AND CITATIONS

AMM/IAM Peer Mentoring Guide (2023) was authored by Alumni Consultants, Irma D. Villanueva, M.S. and Jennifer Hernandez, M.S. for the AMM Project – Developing Culturally Relevant Activities to Support Undergraduate Persistence: A Pilot Study with Supplemental Instruction & Grad-to-Undergraduate Peer Mentoring.

This project was funded by the California State University CREATE Awards Program with generous support from the College Futures Foundation.


CONTACT US
3801 West Temple Avenue, Bldg. 45, Pomona, CA 91768