The Role of a Peer Mentor
Welcome and Introductions!

Congratulations!!

You have a terrific opportunity to make a difference in the lives and academic experiences of many students brand new to Rasmussen College!
# Your Library and Learning Services Team

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<th>Librarian</th>
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Learning Objectives

By the end of this training, you will need to be able to …

• Identify the primary goals of a mentoring role
• Identify how the goals of this mentoring role fit within the mission of Learning Services at Rasmussen
• Articulate differences between a tutoring role and a mentoring role
• Successfully compare the challenges and rewards of this role to that of a tutoring role
Agenda

- Defining mentoring
- What’s familiar – using your experience as a tutor to your advantage and crossover areas between tutoring and mentoring
- What’s new – what to expect in a mentoring role that may be different from your experience tutoring
- Achievable goals of a successful mentor
The Role of the Peer Mentor

The Mission of Rasmussen College Library and Learning Services

The Rasmussen College Library and Learning Services team is rooted in a tradition of student support and driven by a desire for academic excellence. We are passionate about empowering the college community through programmatic collaboration with faculty and staff.

Through curiosity, innovation, and continuous improvement, we cultivate life-long learners who are prepared to thrive in a diverse and digital society.
What’s Familiar—Background Knowledge

Discussion

As a Tutor...

• Did you have students who came regularly to see you in your tutoring role?
• How was working with them different than working with students you did not see as frequently?
• What were the benefits of knowing more about that student?
• What challenges came about from working so frequently with that student?
Previous Training

Discussion

• Did you attend training on any of the “Success Skills” subjects as a tutor? (time management, test-taking / test-preparation, etc.)
• Where were opportunities during tutoring sessions to integrate these types of topics into your conversation with students?
• How did you approach the transition from focusing on the content to focusing on a success skill?

➢ Remember what you learned from the Tutor Excellence Course!
  o Active listening
  o Paraphrasing, clarifying, interpretation, and questioning
  o Self-motivation quiz questions

These are skills you’ll use while mentoring
What is a mentor?

- A mentor is a current student who can support you as you learn the ropes of college life. Because they are current students, mentors understand how to balance life’s obligations along with school to be successful in their education.

What does a mentor do?

- Mentors understand how to be a successful student and make the most of their education. They know about navigating online courses, e-textbooks, and digital resources; managing time effectively; effective strategies for reading, note taking, studying, and test-taking; proper channels of communication (for example, when and how should I reach out to my instructor when I’m stumped?). They can share strategies that have worked for them and help you develop your own.
Tutoring vs. Mentoring

**Tutoring**

**FOCUS** is specific and course-related.

**SETTING GOALS & OBJECTIVES**
- Shorter term goals
- Support to answer a question/help work through an assignment problem
- Achieved within the appointment; may meet just once
- E.g. *By the end of this tutoring appointment, the student will be able to solve these equations.*

**STUDENT NEEDS**
- Discussion relates to a specific goal of the appointment (specific & focused)
- Help for a course assignment
- E.g. *I need help with APA format.*

**Mentoring**

**FOCUS** is on overall student support. Much more emphasis on student.

**SETTING GOALS & OBJECTIVES**
- Longer term goals
- To build rapport with student
- May be on-going appointments related to general academic success
- E.g. *I’d like to meet with my mentor each week to talk about my progress and really ‘learn the ropes’ about being a successful student.*

**STUDENT NEEDS**
- Discussion may reveal a wide range of student needs (general/overall)
- May be non-academic questions (you direct to proper resource)
- Help for more general issues
- E.g. *I’m struggling to get everything done.*
Challenges of Tutoring vs. Mentoring

Now that we’ve compared tutoring and mentoring, what are some possible challenges and rewards of each?

Discussion

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<th>Tutoring</th>
<th>Mentoring</th>
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<td>Possible Challenges:</td>
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<td>• Student frustration</td>
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<td>• Initial resistance to learning independence</td>
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<td>• Others?</td>
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<td>Rewards:</td>
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<tr>
<td>• Students understand content</td>
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<td>• Students gain confidence and become more independent</td>
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<td>• Others?</td>
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Possible Challenges:
• Students may feel overwhelmed (Q1)
• Students may overshare personal information (not a counselor)
• Others?

Rewards:
• Students build a solid foundation of academic skills
• Students have a successful first term
• Others?
What to Expect From Students

Common topics that prompt a student to come to a Peer Mentor (paraphrasing students’ words)

- I’m nervous / anxious about starting school!
- I am taking my first online class – am I doing everything I need to do?
- What resources can help me with this class?
- I’m worried I have too much on my plate. How do I manage it all?
- How do I study for this course?
- My Faculty member / Advisor recommended I stop in. How can you help me?
What are some good mentoring outcomes?

Outcome: Established Trust and Rapport

A much higher emphasis is placed on building rapport and building a relationship in mentoring.

Q: Why are mentors better positioned to talk with students about their fears and goals?

A: Because mentors’ more consistent presence with students equips them to build trust and rapport with students.
What are some good mentoring outcomes?

Outcome: Reiterated Professional Boundaries & Purpose

Effective Peer Mentors reiterate their professional boundaries with each interaction they have with students they mentor.

Part of being an effective mentor is consistently defining one’s purpose as a mentor.

This means using helpful and non-judgmental language; it also means using referral skills, questioning techniques, and/or effective redirection strategies when appropriate.
What are some good mentoring outcomes?

Outcome: Measured Progress/Awareness of Growth

One way to demonstrate purpose and effectiveness with students is to measure progress.

In a longer-term working relationship with students, sometimes it can be helpful to demonstrate to students their own growth.

Looking back at progress made can be a rewarding and encouraging habit.
What are some good mentoring outcomes?

Outcome: ‘Next Step’ Conversations

Effective mentors can help students see the path ahead when they can’t see it themselves.

One practical way to do this is to make setting next steps or goals for the student to work toward between mentoring interactions part of the conversation.

This should be a conversation between the student and mentor, not a one-sided decision.
Rasmussen Resources to Recommend

**Academic Resources**
- Guides at [http://guides.rasmussen.edu/](http://guides.rasmussen.edu/)
  - Programmatic and/or course Guides
  - Student Success Guide
  - Writing Guide
  - APA Guide
- Answers Database at [http://rasmussen.libanswers.com](http://rasmussen.libanswers.com)
- Instructor
- Classmates
- Revisit the Orientation course
- Others?

**Non-Academic Resources**
- Advisor—scheduling, financial aid, accommodations, etc.
- Career Services—resume, job search, volunteer opportunities, optimal resume, etc.
- Others?

Remember the value of your experiences. Share the strategies & resources you use. Let the students benefit from your experience!
Outside Resource to Recommend

Dial 211 — food, shelters, mental health, suicide prevention, etc.  
https://www.211.org

It’s okay to say that you’re not sure who the best contact is and that you’ll find out and get back to them. Ask them the best way, days/times to reach them. Make sure to follow up.

Things that will not likely happen, but just in case...

• Immediate emergency: encourage the student to call 911
• Call your supervisor or campus management (Campus Director, Dean, Director of Admissions). Make sure you have the phone numbers ahead of time.

If you are not sure what step to take next, talk with your LSC supervisor.

ALWAYS keep your supervisor informed.

Contact LSC supervisor first, then Tammy at work: 952-230-3030 or cell: 612-323-7929
If not available, contact Jon Mladic at work: 815-316-4878 or cell: 708-275-5939
Outside Resources Continued

- Remember that you are not a counselor
- In case of a mention of suicide, you can talk to the student, encouraging him/her to call the National Suicide Prevention Hotline.
- National Suicide Prevention Hotline 1-800-273-8255
  
  [Link](http://www.suicidepreventionlifeline.org/)

- Contact the emergency contacts from Rasmussen until you actually talk to someone. We will take it from there.
Training and Development

- Onboarding
- Orientation checklist
- Mandatory “core” live webinars (attend these first):
  - The Role of the Peer Mentor
  - Peer Mentoring Do's and Don'ts
  - Professional Ethics for Peer Mentors
  - Establishing Rapport & Motivating Mentees
  - Questioning and Listening Skills
- Elective live webinars
- The full schedule of trainings (including the link to use to attend) is available each quarter on the Peer Mentor tab of the Tutor Excellence Guide
Observations and Evaluations

Evaluation provides the mentor and the coordinator with:

- A checkpoint to see how you’re doing and review the training you have completed
- An opportunity to reflect on opportunities and challenges
- A time to plan for your future
- A chance to give feedback about your role, our services, and what you want to do differently
The Evaluation Process

1. **Self-Evaluation**
2. **Assessments from completed training modules**
3. **One or more observations**
4. **Formal evaluation completed by Learning Services Coordinator**
5. **Current Academic Progress Report**
Tracking Mentoring Interactions

- To earn certification, you must complete a minimum of 25 hours of mentoring and complete 5 additional hours of training (past tutor certification)
- You are REQUIRED to track EVERY student mentoring interaction. This helps us continue to understand, assess, and improve the Peer Mentor program. Just like you did as a tutor, please use the Tutor Excellence Guide to document your interactions: http://guides.rasmussen.edu/tutorexcellence/terastrack
  - **Important Note**: Select “Peer Mentor” instead of “Tutor” when documenting your mentoring interactions
- Track an appointment as soon as possible to keep your feedback fresh
Assessments

Don’t forget to ...

1. Complete the assessment for this training
   Assessments should be turned into your supervisor and can be found on Peer Mentor tab of the Tutor Excellence Guide: http://guides.rasmussen.edu/tutorexcellence/peermentor

2. Keep track of the trainings/assessments you complete
   Your Peer Mentor Supervisor will also track this but it will help keep you on track towards certification
Questions?
References