

**Peer Mentor
Workbook
2016-2017**



Name:

Learning Community:

My “True Color”:

Table of Contents

What are Learning Communities?	3
Vision	
True Colors Personality Quiz	4-6
Colors at a Glance	
Program History	7-9
Where Do You Come In?	
Roles and Responsibilities	
IMTPC Certification Requirements	11-12
Professional Development Events	
High Impact Practices	13-14
Eight Characteristics of Especially Effective Learning Environments	
Diversity and Inclusion	15-17
Why is Diversity Important?	
“Distinctively Wayne State University” Strategic Plan 2016-2021	
Creating Inclusion	
Cultural Treasure Hunt	
Nuts & Bolts of Being a Peer Mentor	19-20
What to Expect	
Issues and Challenges for Peer Mentors	21-23
Issues for Students	
Transfer Students	
Challenges You May Encounter as a Peer Mentor	
Establishing Effective Study Groups	
Standards of Behavior for Peer Mentors	24-25
Confidentiality	
Integrity	
Ethical Standards	
Tools of a GREAT Peer Mentor	26
What IF you get stuck?	27-29
Program Planning Checklist	
Reserving Meeting Space	
Advice from Previous Peer Mentors	
Resource Fair Passport	30
Appendices	31-34
Resource List of Offices/Services	
Learning Community Calendar	35
Campus Map	36

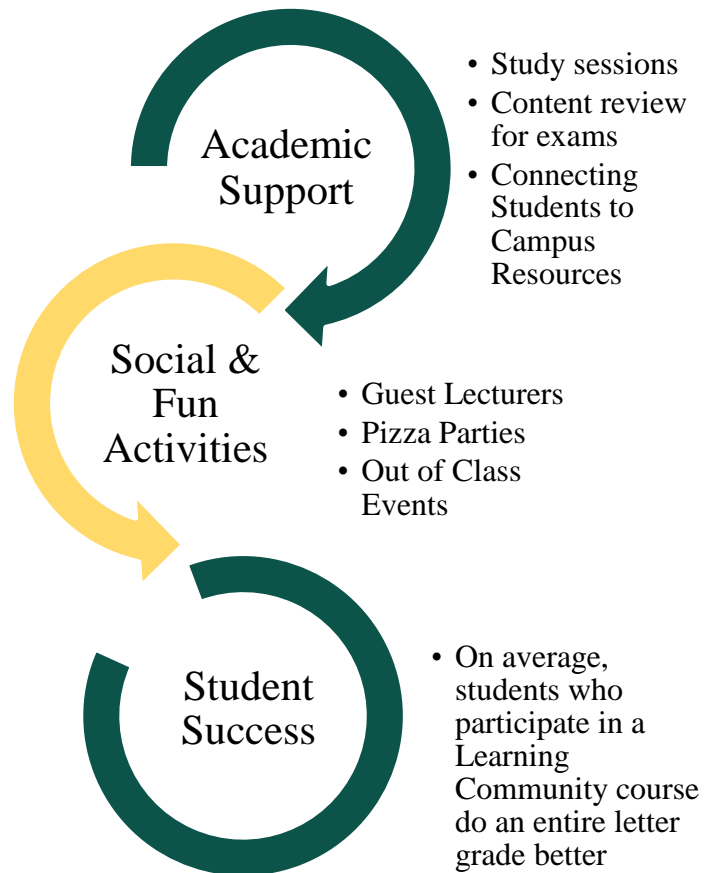
Additional materials available for download at lc.wayne.edu.

Much of the content in this Workbook was taken from the peer mentor handbook developed by Kurt Earnest, Doug Gruenewald, and Mimi Benjamin at Iowa State University. We thank them for allowing us to use their excellent materials.

What are Learning Communities?

Vision

To support Wayne State University's commitment to student learning, the Learning Community initiative seeks to enhance our undergraduates' experience by providing all interested students dynamic, focused communities in which students, staff, and faculty can learn and grow together.



How can YOUR learning community help students reach these expectations?

Organize students and faculty into smaller groups

Highlight connections in content to other areas of life and make learning more meaningful

Help students establish academic and social support networks

Students recognize peers as important partners in the learning process

Bring faculty together in more meaningful ways

Academic support can be brought TO students, provide a connection to resources

Student learning with emphasis on teaching and learning

| Shapiro, Nancy Sherman., and Jodi Levine Laufgraben. "Why Learning Communities?." *Creating Learning Communities: A Practical Guide to Winning Support, Organizing for Change, and Implementing Programs*. San Francisco: Jossey-Bass, 1999. 3-6. Print.

True Colors Personality Quiz

Describe Yourself: In the boxes below are groups of word clusters printed **horizontally** in rows. Look at all the choices in the first box (A, B, C, D). Read the words and **decide which of the four letter choices is most like you**. Give that a “4”. Then rank order the next three letter choices from 3-1 in descending preference. You will end up with a box of four letter choices, ranked from “4” (most like you) to “1” (least like you). Continue this process with the remaining four boxes until each have a 4, 3, 2, and 1.

Box One			
A _____	B _____	C _____	D _____
active	parental	authentic	versatile
opportunistic	traditional	harmonious	inventive
spontaneous	responsible	compassionate	competent

Box Two			
E _____	F _____	G _____	H _____
curious	unique	practical	competitive
conceptual	empathetic	sensible	impetuous
knowledgeable	communicative	dependable	impactful

Box Three			
I _____	J _____	K _____	L _____
loyal	devoted	realistic	theoretical
conservative	warm	open-minded	seeking
organized	poetic	adventuresome	ingenious

Box Four			
M _____	N _____	O _____	P _____
concerned	daring	tender	determined
procedural	impulsive	inspirational	complex
cooperative	fun	dramatic	composed

Box Five			
Q _____	R _____	S _____	T _____
philosophical	vivacious	exciting	orderly
principled	affectionate	courageous	conventional
rational	sympathetic	skillful	caring

Score 1 = _____ = _____

Score 2 = _____ = _____

Score 3 = _____ = _____

Score 4 = _____ = _____

| Ison, N. (2013, November 4). First Year Training. Retrieved July 18, 2016, from [http://bonnernetwork.pbworks.com/w/page/68569193/First Year Training](http://bonnernetwork.pbworks.com/w/page/68569193/First%20Year%20Training)

Colors at a Glance

Characteristics	Free, Impetuous, Spontaneous
	Affection Authenticity, Love
	Influence, Security, Status
	Accuracy, Competence, Truth
Values	Action, Freedom, Performing
	Compassion, Rapport, Sympathy
	Dependability, Responsibility, Stability
	Answers, Explanations, Intelligence
Regards	Competition, Options, Opportunity
	Identity, Meaning, Significance
	Dedication, Order, Service
	Efficiency, Ideas, Output
Dislikes	Authority, Rigidity, Rules
	Deception, Hypocrisy, Insincerity
	Ambiguity, Non-conformity, Waste
	Incompetence, Injustice, Unfairness

Expresses	Confidence, Openness, Optimism
	Enthusiasm, Inspiration, Vivacity
	Concern, Purpose, Stability
	Coolness, New ideas, Reservation
Fosters	Enjoyment, Fun, Recreation
	Community, Growth, Harmony
	Institutions, Rules, Traditions
	Growth, Inventions, Technology
Respects	Expression, Skills
	Empathy, Nurturing
	Loyalty, Obligation
	Capability, Knowledge

How you are perceived:

How YOU see yourself:

Overly-emotional, Bleeding heart, Mushy, Immature, Unrealistic, Hopelessly naïve, Smothering, Too trusting, Easy to manipulate, Groveling/fawning, Soft, Out of touch with reality	Warm, Caring, Romantic, Spiritual, Cause-oriented, Unselfish, Caretaker, Empathetic, People-person, Affirming, Kind, Sympathetic, Desiring harmony
Rigid, Controlling, Dull, boring, Stubborn/pigheaded, Opinionated, System-bound, Unimaginative, Judgmental, Bossy, controlling, Limiting flexibility, Uptight, Sets own agenda, Predictable, End justifies the mean, Rigid ideas of time, Limited, Throws away good items needlessly	Stable, Firm, Providing security, Dependable, Always have a view, Efficient, Realistic, Decisive, Orderly Executive type, Good planner Organized person, Dependable, Punctual, Good at sorting, Goal oriented, Finish what I start
Irresponsible, Flaky, Wishy-washy, Not serious, Disobeying rules, Manipulative, Scattered, Not able to stay on task, Uncontrollable, Resists closure, Indecisive, Spending time at things they enjoy	Fun-loving, Carefree, Flexible, Practical, Hands-on, Spontaneous, Problem-solver, Good negotiator, Here and now, Sees shades of gray, Deals with chaos, Eclectic, Do many things at once
Intellectual snob, Arrogant, Heartless, Unrealistic, Cool/alooof, Afraid to open up, Critical, Not on my side, Lacking mercy, Unappreciative, Stingy with praise, Ignores people values, Devaluating relational aspects	Stable, Firm, Providing security, Dependable, Efficient, Good planner, Realistic, Decisive, Orderly, Executive Type, Dependable, Good at sorting, Goal oriented, Punctual, Finish what I start

Succeeding with Different Types

<p>Succeeding with the Orange Individual:</p> <ul style="list-style-type: none"> • A direct right-to-the-point approach gets their attention • Respect their lack of structure and need for spontaneity • Get involved in physical activities with them • Compliment their generosity and sense of humor 	<p>Succeeding with the Blue Individual:</p> <ul style="list-style-type: none"> • Respect their need to know about you • Take a creative approach to problem solving • Be truthful and sincere • Cooperate with other team members • Show that you value and appreciate them through thoughtfulness • Be helpful, open, and communicative
<p>Succeeding with the Gold Individual:</p> <ul style="list-style-type: none"> • Be organized and neat in work and appearance • Be truthful • Plan ahead of them • Don't beat around the bush; be up front • Respect their need for tradition and stability • Be loyal and dependable • Support their need for structure and security 	<p>Succeeding with the Green Individual:</p> <ul style="list-style-type: none"> • Respect their preoccupation with ideas and logic • Know that they care but may not express feelings freely • Respect their wisdom and knowledge • Think ahead; Greens appreciate future-orientation • Help them with day-to-day details • Praise their ingenuity and intelligence

Personality Styles

<p>Orange</p> <ul style="list-style-type: none"> • New and varied activities • Provides power and authority • Provides prestige and challenge • Opportunities for individual accomplishment • Wide scope of operations • Gives direct answers • Opportunity for advancement • Freedom from controls and supervision • Unstructured • Exciting 	<p>Blue</p> <ul style="list-style-type: none"> • Interactive • Action oriented • Personal • Friendly and social • Relaxed and unstructured • Freedom of expression • Democratic relationships • Freedom from control and detail • Opportunity to verbalize proposal • Opportunity for social recognition
<p>Gold</p> <ul style="list-style-type: none"> • Structured • Permanent • Efficient • Cooperative • Secure • Maintenance of status quo • Predictable routines • Credit for work accomplished • Sincere appreciation • Identification with a group • Standard operating procedures • Minimal conflict 	<p>Green</p> <ul style="list-style-type: none"> • Focus • Conceptual • Doesn't like change • Organized • Intelligent • Efficient • New Ideas • Knowledgeable • Competence • Accurate • Truthful

Leadership Styles

<p>Orange</p> <ul style="list-style-type: none"> • Expects quick action • Assumes flexibility • Works in the here and now • Performance oriented • Flexible approach • Welcomes change • Institutes change quickly • Expects people to "make it fun" 	<p>Blue</p> <ul style="list-style-type: none"> • Expects others to express views • Assumes "family spirit" • Works to develop other's potential • Individual oriented • Democratic, unstructured approach • Encourages change via human potential • Change time allows for sense of security • Expects people to develop their potential
<p>Gold</p> <ul style="list-style-type: none"> • Expects punctuality, order, loyalty • Assumes "right" way to do things • Seldom questions tradition • Rules oriented • Detailed/thorough approach • Finds change difficult • Prolonged time to initiate change • Expects people to play their roles 	<p>Green</p> <ul style="list-style-type: none"> • Expects intelligence and competence • Assumes task relevance • Seeks way to improve systems • Visionary • Analytical • Encourages change for improvement • Constantly in process of change • Expects people to follow through

The STRENGTHS and WEAKNESSES of Styles in ORGANIZATIONS

Blues...

Their strengths include their ability to persuade and cooperate. These are the team builders. Their weaknesses include an over-personalization of organizational problems and their tendency to carry grudges.

Greens...

Their strengths include their ability to think systematically and strategically. These are the natural analysts. Their weaknesses include their tendency to make things more complex than necessary and their impatience with incompetence.

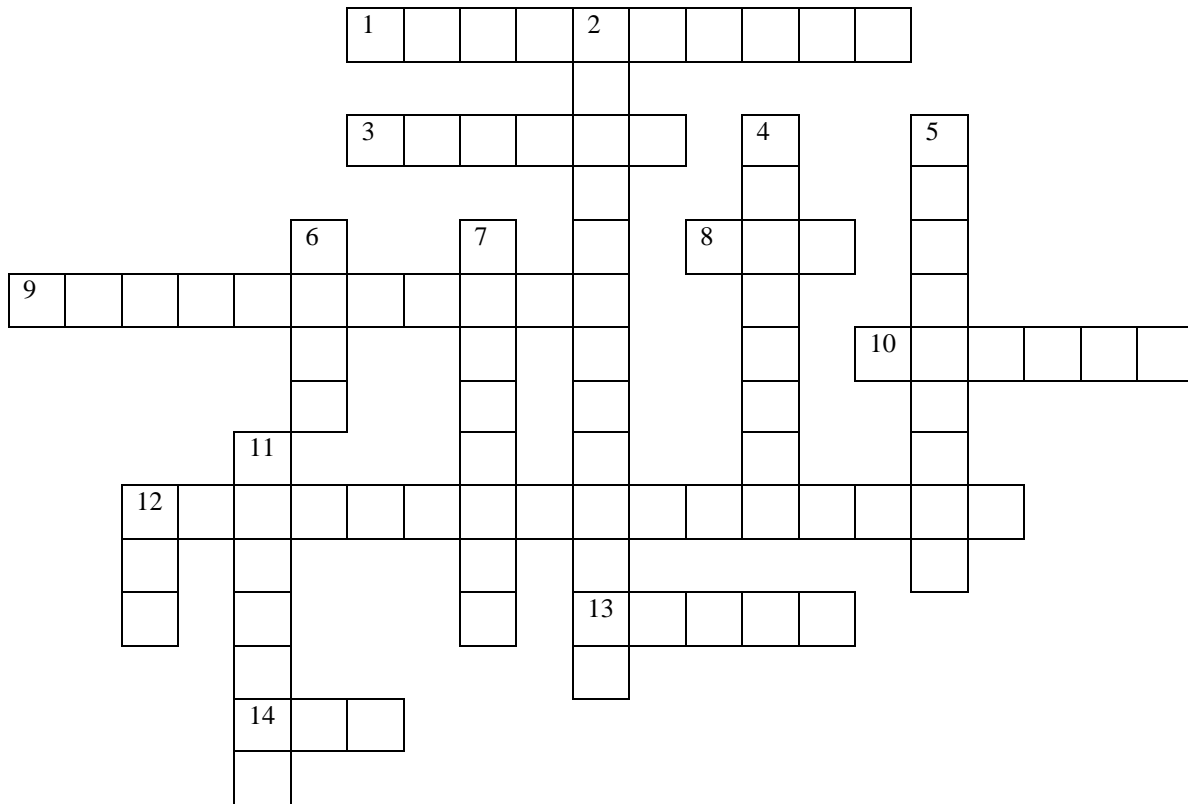
Golds...

Their strengths include their strong sense of responsibility and duty to the organization. These are the organization's backbone. Their weaknesses include their rigidity and narrow focus on meeting rules and regulations.

Oranges...

Their strengths include their ability to do a variety of tasks with ease and their sense of urgency when the situation demands it. These are the organizational troubleshooters. Their weaknesses include their disinterest in routine and being too present-oriented, at the expense of long-term thinking.

Program History



Across

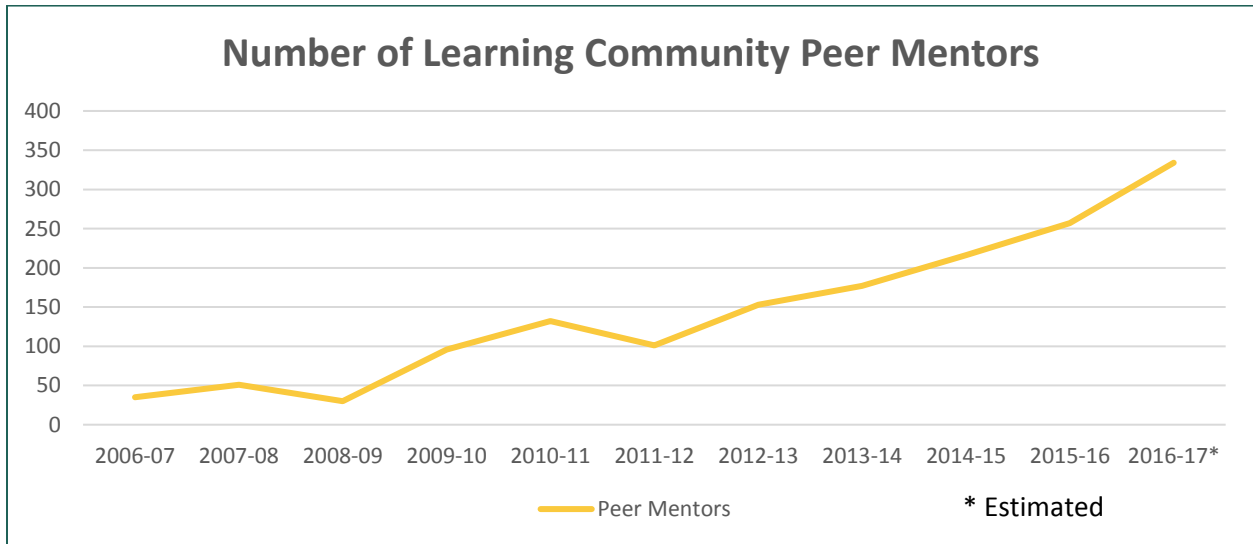
1. The plan to check achievement of goals
3. Support based on out-of-classroom events
8. The building where you can find the Learning Community Office
9. How much better do students in a Learning Community do on average?
10. Learning Communities' "catch phrase"
12. The name for our goals that are the focus of every Learning Community
13. Who assists faculty by mentoring students in our Learning Communities?
14. How many years have Learning Communities at WSU existed?

Down

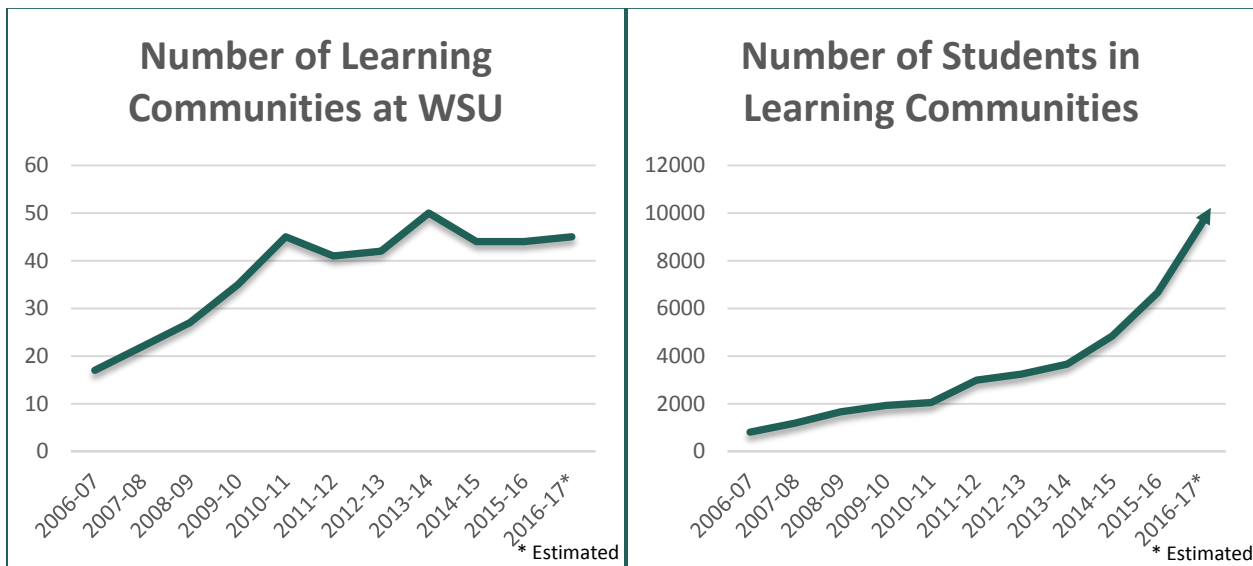
2. How do we try to organize our students and faculty?
4. Support based on content
5. Program Coordinator for Learning Communities
6. How much does it cost to participate in a Learning Community?
7. How large is the movement of Learning Communities within Higher Education?
11. Who runs each Learning Community?
12. The acronym for our residential Learning Communities

Where Do You Come In?

Beginning in Fall 2006, Peer Mentoring became an integrated part of the Learning Community program. Research shows that peers play a crucial role in student success. As a result of introducing Peer Mentoring, student success rates among Learning Community participants have increased continually based on student retention (staying in school) and student achievement (grades, credits earned, etc.).



The charts below shows the growth of Learning Communities and the increase in student participation as a result of the Learning Community initiatives started in 2006. For 2015-16, there were 44 different Learning Communities and according to our July 2016 records, 6,664 students participated.



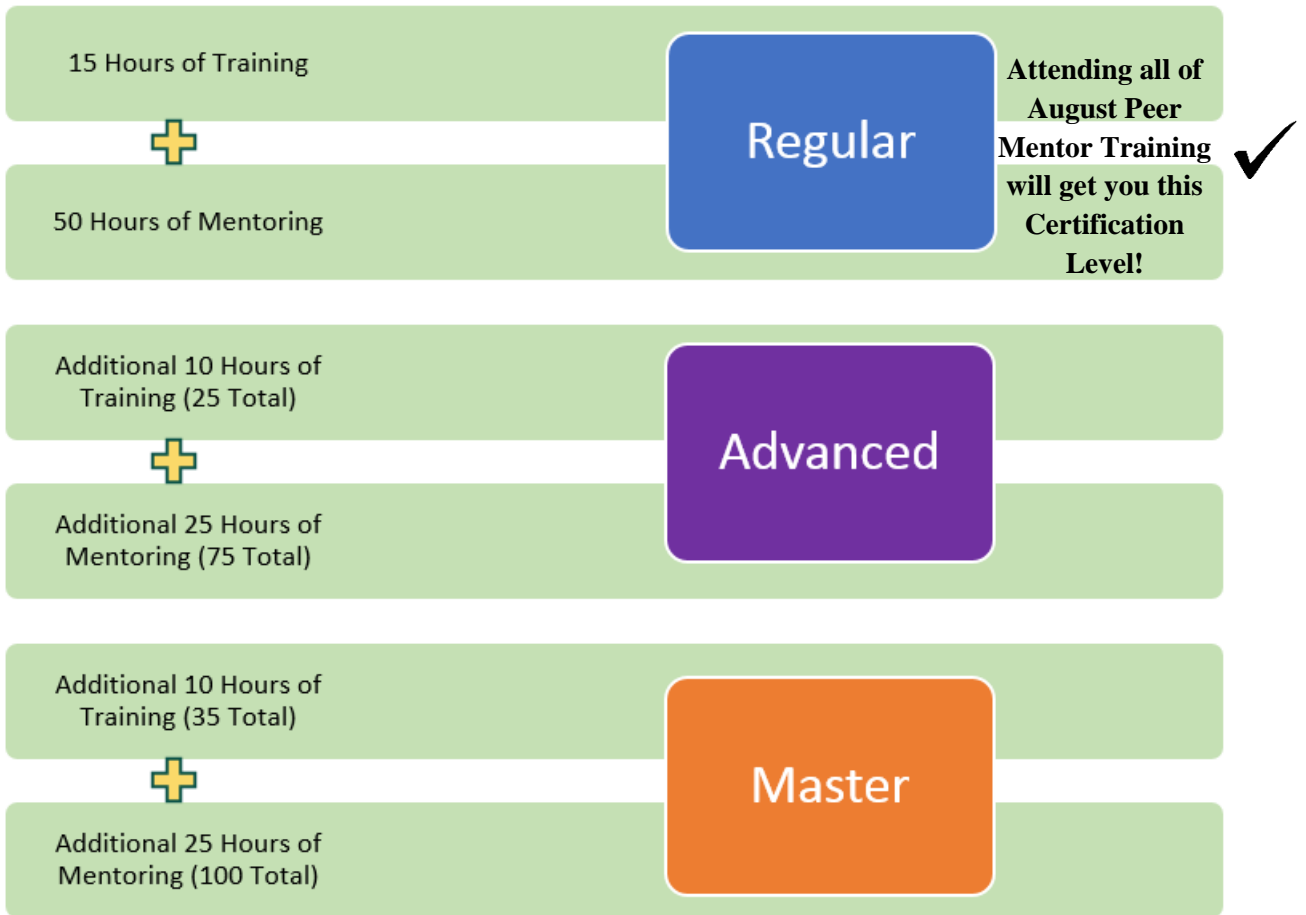
Roles and Responsibilities



WSU Learning Community Peer Mentor IMTPC Certification Requirements

Category	Level 1 Regular	Level 2 Advanced	Level 3 Master
A. Amount/ Duration	15 hours of training	+10 additional hours of training: 25 hours total.	+10 additional hours of training: 35 hours total.
B. Training Format (Modes of training)	August Peer Mentor Training	Workshops: (Professional Development in Fall and Winter Semesters)	Workshops: (Professional Development in Fall and Winter Semesters)
C. Potential Areas/Topics of Training	<ul style="list-style-type: none"> • Role of Peer Mentor • Peer Mentoring Do's and Don'ts • Professional Ethics • Establishing Rapport and Motivating <ul style="list-style-type: none"> • Question and Listening Skills • Preparing to Study <ul style="list-style-type: none"> • Campus and Community Resources <p>Equal to 15 hours</p>	<ul style="list-style-type: none"> • Conflict Resolution <ul style="list-style-type: none"> • Mentoring Boundaries • Ways of Mentoring • Cultural Awareness <ul style="list-style-type: none"> • Academic Majors/Advising • Additional Topics to Be Announced <p>Equal to 10 hours of additional training from Level 1 (25 hours total)</p>	<ul style="list-style-type: none"> • Conferencing Skills • Constructive Criticism <ul style="list-style-type: none"> • Gender Issue Awareness • Leadership Styles • Additional Topics to Be Announced <p>Equal to 10 hours of additional training from Level 2 (35 hours total)</p>
D. Required Experience	50 hours of mentoring	Additional 25 hours of mentoring to equal a total of 75 hours	Additional 25 hours of mentoring to equal a total of 100 hours
E. Mentor Evaluation Process	<ul style="list-style-type: none"> • Evaluation process is in development • Evaluation is at least annually <ul style="list-style-type: none"> • Evaluation includes mentee evaluation and Learning Community Coordinator evaluation of Peer Mentor • Results of evaluation are made known to the Peer Mentor at the end of the semester 	<ul style="list-style-type: none"> • Evaluation process is in development • Evaluation is at least annually <ul style="list-style-type: none"> • Evaluation includes mentee evaluation and Learning Community Coordinator evaluation of Peer Mentor • Results of evaluation are made known to the Peer Mentor at the end of the semester 	<ul style="list-style-type: none"> • Evaluation process is in development • Evaluation is at least annually <ul style="list-style-type: none"> • Evaluation includes mentee evaluation and Learning Community Coordinator evaluation of Peer Mentor • Results of evaluation are made known to the Peer Mentor at the end of the semester

As specified by the International Mentor Training Program Certification (IMTPC)



Professional Development Events

Dates	Time/Location	Topic Choices	
Tuesday, September 20 th	4-6pm State 407	Creating Communication	Building Rapport
Wednesday, September 21 st	4-6pm State 413		
Tuesday, October 11 th	4-6pm State 431	Constructive Criticism	Command your Calendar
Wednesday, October 12 th	4-6pm State 413		
Tuesday, November 15 th	4-6pm State 407	Study Skills Workshop	Motivation Inspiration
Wednesday, November 16 th	4-6pm State 413		
Tuesday, December 6 th	4-6pm State 407	Stress: Prevention & Reduction	The Unique Us: Diversity Training
Wednesday, December 7 th	4-6pm State 413		

*Topics will be voted on at lunch during training on Monday, August 22nd. Be sure to circle the chosen topic after it is announced.

Additional Professional Development events will be offered in the Winter semester. Dates and topics to be announced via email later in the semester.

Learning Communities are HIGH IMPACT EDUCATIONAL EXPERIENCES

Dr. George Kuh is the Director of the National Institute for Learning Outcomes Assessment, Adjunct Professor at the University of Illinois, and the Chancellor’s Professor Emeritus at Indiana University.

According to Dr. Kuh, certain kinds of college experiences provide superior learning opportunities for students. These experiences are called “High Impact Practices.” Success in college is much more than a grade point average or a degree – it is about learning.



Learning Communities are especially effective because we learn more when we learn together:

“More than anything else, being an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways. Every one of the qualities I have described here—listening, reading, talking, writing, puzzle solving, truth seeking, seeing through other people’s eyes, leading, working in a community—is finally about connecting.”

[William Cronon, “Only Connect: The Goals of a Liberal Education,” *Liberal Education* 85, no. 1 (1999): 12]

What makes these learning environments so effective? They deepen students’ connection to the subject matter. Because they provide students with both independence and support, they are often deeply motivating for students. And they provide opportunities for students, faculty, and peer mentors to interact together.²

¹ <http://theatreanddance.wayne.edu/dance/bfa-capstone.php> ; <http://seanhoskins.wix.com/dancecapstone2015> ; <http://eq1964.wix.com/jadenmoten>

² Kuh, G. D., & Schneider, C. G. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.

Eight Characteristics of Especially Effective Learning Environments:

Performance expectations are at appropriately high levels

- Challenge is good for students- it interests and engages them- as long as it's within reach

Significant investment of time and effort over extended periods

- LC might have supplemental projects that students work on together over the semester

Public demonstration of competence

- LC sessions can be a great place for students to practice their class presentations, or to present and share learning even if they aren't asked to do so in class



Interactions with faculty and peers about substantive matters

- How can you help students interact with faculty?
- Are you open to deeper discussion about the subject matter? College?

Discover relevance of learning through real-world applications

- Field trips, Speakers, and many other LC Activities can help make learning "real"

Experiences with diversity

- Peer mentor might use icebreakers to help students get to know each other and the rich array of backgrounds among community members

Periodic, structured opportunities to reflect and integrate learning

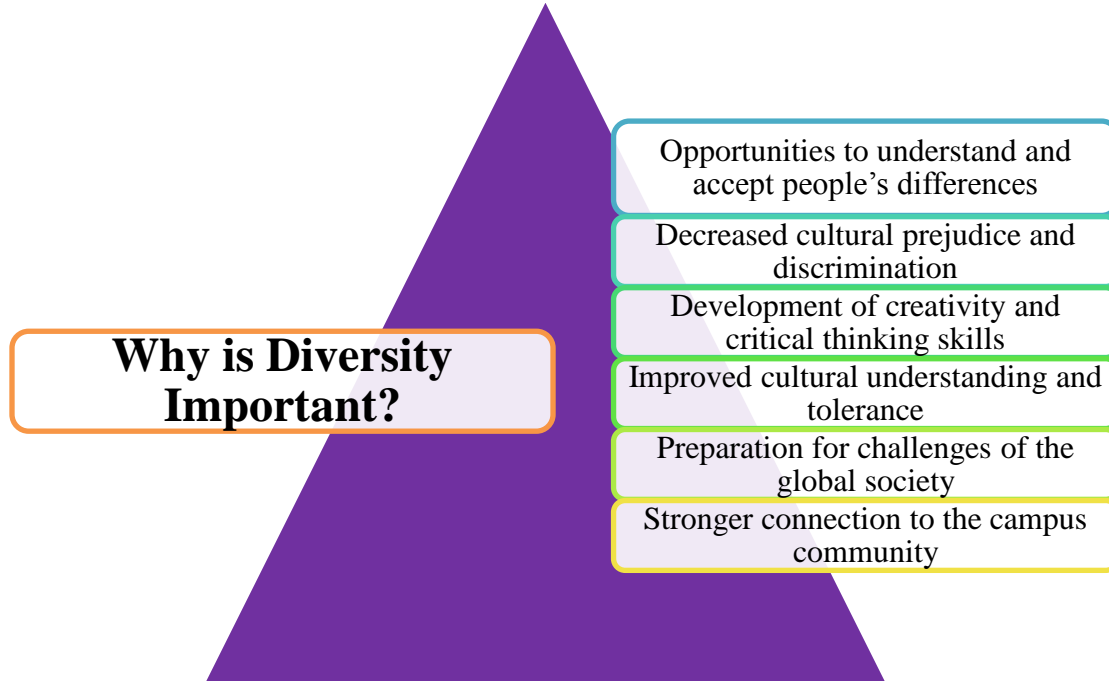
- Reflecting on your own learning may make it easier to help students do so

Frequent, timely, and constructive feedback

- Often peer mentors can provide feedback about students' learning more quickly than the instructor can

* Photo from the Art Gallery LC

Diversity and Inclusion



“Distinctively Wayne State University” Strategic Plan 2016-2021:

We strive to have an inclusive environment where diversity is valued broadly and every person has the opportunity to contribute and succeed. Our rich multicultural experiences reflect the real world and help develop leadership in a multicultural society. Our goals in this strategic focus are:

- Leverage our diversity to create an inclusive campus where every group and individual feels valued
- Implement and enhance academic programs focused on cultural, language, and global competencies



Creating Inclusion

An inclusive environment is one in which members feel respected by, and connected to, one another, where members contribute to the formation of the group goals and to the realization of those goals. Inclusivity moves us away from simply the physical integration of people to the integration of a person's experiences, knowledge, and perspectives.

Opportunity to learn about ourselves and others. Opposing perspectives give us the opportunity to evaluate and more fully understand our own opinions, perspectives and values. We also benefit by hearing multiple perspectives and learning about others' experiences to help us understand the world around us.

Increased satisfaction and retention of members. When group members feel respected by, and connected to, other members of the group, there is increased satisfaction in the group experience and greater retention of members. Each of us can probably think of a time when we did not feel included and how this impacted our interest in being part of the group.

Access to more human resources and skills. In addition to retention, members who feel included are more likely to contribute their ideas, effort, and time to the success of the group. When this happens, we all benefit.

Opportunity for synergy. When new ideas are encouraged and multiple perspectives are brought to the table, the result can be far greater than the sum of the parts. A creative energy is unleashed.



Cultural Treasure Hunt

Find someone who ...

Has a name with cultural significance?	Knows what a “barrio” is.	Knows which month is Black History Month.	Knows which building the Cesar Chavez archives are located in.	Knows which country gave the Statue of Liberty to the U.S.
Can tell you what the festivals of Eid Ul-Adha and Eid Ul-Fitr are.	Can sing a song in another language.	Knows how many days Ramadan lasts?	Has Native American heritage.	Is bilingual.
Has lived outside the United States for more than six months.	Can tell you the name for Detroit in Ojibwa.		Knows someone who has a Sari.	Can tell you who Johnny Appleseed was.
Knows the country of origin of chocolate.	Has been to a non-English speaking country.	Has attended a Bar or Bat Mitzvah.	Wears something of cultural significance.	Knows which city has the largest Mosque in America.
Knows what Great Lake(s) means in Chippewa?	Can name 3 of the sacred medicines of the Americas (in Native American tradition)	Knows how the Black National Anthem starts? (first three words)	Knows the city where Dr. Martin Luther King first recited his “I have a dream speech.”	Knows what “caliente” means.

Developed by Stefanie Baier and Sandra Gonzales.

Nuts and Bolts of Being a Peer Mentor

What to Expect

Working with your supervisor is vital as a Peer Mentor. Work with your supervisor to discuss the information about your learning community and their expectations for your role. Use the follow questions as a guide for things to ask your supervisor.

Program Goals/Outcomes

- What does your supervisor want you to accomplish in your role? (short term, semester, year)

- What should students gain from their participation in the program?

- How will your mentor responsibilities help students accomplish the program goals?

Expectations

- What are your supervisor's expectations of you?

- What are your expectations of your supervisor? What do you need from your supervisor in order to be effective?

- How will you know that you're being successful in your role? How and when will your supervisor provide you with feedback?

Providing Information

- Does your supervisor want you to keep track of the student interactions you have? If so, how?

- Is there a form your supervisor would like you to use to report information?

Meetings

- When and where will you regularly meet?

- What is the intent of your meetings?

- What information should you be prepared to share at the meetings?

- If there is more than one mentor for the program, should mentors plan to meet outside of regularly scheduled group meetings with the supervisor?

Resources

- What resources does your supervisor have that you may need access to (this may include a budget, professionals in the field/contacts, etc.)?

The most important thing to do is talk with your supervisor about what you need and what you should expect from him/her so that you can be successful as a Peer Mentor.

NOTES

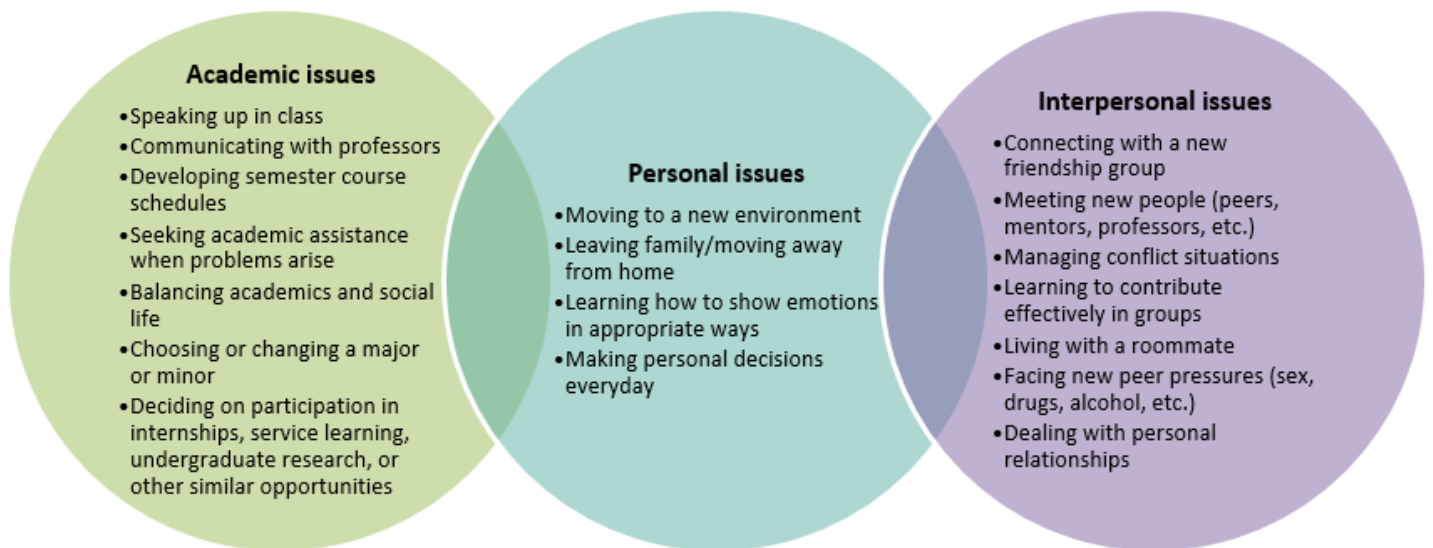
Issues and Challenges for Peer Mentors

The challenges that students face evolve as they progress through different stages of their educational experience. Even so, many of the issues students face in adapting to new learning situations have common aspects: developing their skills as learners, relating to others in the educational setting, etc.

Issues for Students

When assisting students with these issues, be sure that you utilize the resources available to you. Sometimes the most important pieces of information you can provide are the names/locations of others who are trained to assist students with these concerns.

Some issues that may come up...



Transfer Students

While transfer students are “new” to the university, they are **NOT** new to college. However, they may have some similar issues as first-year students in terms of transitioning to a new environment. Issues such as becoming familiar with Detroit and the Wayne State University campus. In addition, many of their peers already have established their “friend groups.” Finding where they fit may be something you’ll discuss with them.

Challenges You May Encounter as a Mentor

There is no “standard” method to use to address the challenges you may encounter. Be sure to talk with your supervisor about challenges that you’re facing in your Peer Mentor role. Other Peer Mentors also may be helpful to you as you address different issues. There are many resources available to assist you. Be sure to use them!



Motivation/ encouragement challenges

- Getting students excited about school/activities
- Low participation at Learning Community events
- Trying to appease everyone
- Dealing with apathy
- Students not meeting expectations

Role perception challenges

- Not being viewed as a peer
- Not being seen as an authority figure
- Students expecting you to solve their problems

Personal challenges

- Giving advice without personal morals/values getting in the way
- Dealing with roommate issues
- Confrontation/assertiveness issues

Interpersonal challenges

- Programming/activities
- Breaking the ice
- Being inclusive
- Getting everyone involved

Addressing questions

- Helping others understand their major
- Not being able to answer certain questions
- Not giving too much advice, but empowering the student
- Reaching out to those who need assistance but won't ask for it

* Photo from 2015-16 Peer Mentor Training

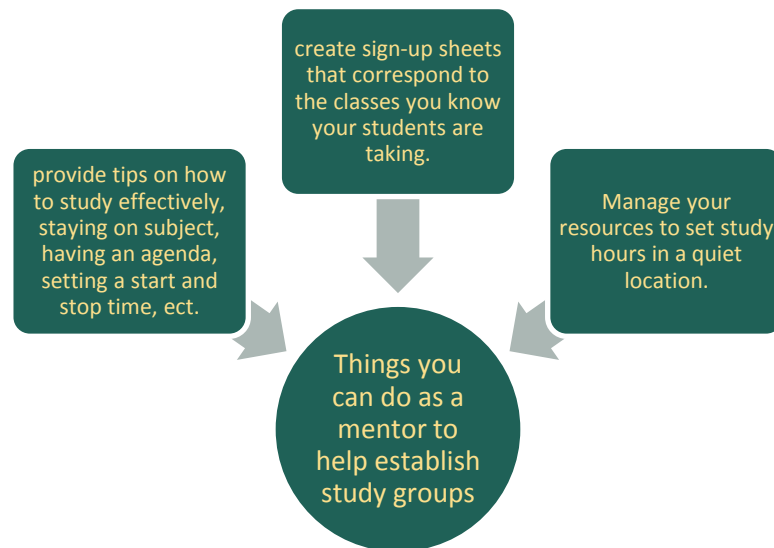
Establishing Effective Study Groups

A large part of your job as a mentor is to maintain an environment that encourages academic success. The students involved in your Learning Community are in a wonderful situation where they can take advantage of the common academic goals of their peers. A great way to encourage the daily integration of academics into the lives of your students is by encouraging them to study together on a regular basis. The following is just a short list of the positive effects of study groups.



Study groups...

- Provide an opportunity for peers to teach each other by reinforcing and clarifying learning.
- Make learning more interesting and fun by providing a type of support group.
- Help students feel more comfortable with material so they can discuss it in the classroom environment.
- Motivate students to study because the success of the group depends on the participation of all members.



* Photo from the Biology 1050 LC

Standards of Behavior for Peer Mentors

As a Peer Mentor, you have big responsibilities. You must always **stay professional** and **be a positive role model** in terms of integrity and ethical behavior. You also must **maintain appropriate boundaries** with those you mentor. You are not their friend, you are their Peer Mentor. Your relationship is always professional. That also requires keeping information you learn about individual students *confidential*.

Confidentiality

The relationship between a mentor and his/her students is based on developing an open and caring *relationship* based on *trust*. As a Peer Mentor, you will work with students who are often new to the idea of opening up to anyone. The importance of confidentiality and maintenance of trust is the basis for the development of the relationship.

Information shared between a mentor and student cannot always be confidential. In some specific instances, maintaining that bond of trust means that you need to share information with others. If a student discusses a situation that could result in self-harm or harm to others, it is your responsibility to report that information immediately to the appropriate persons (Learning Community Coordinator, Advisor, etc.). If the student has a condition that is beyond your ability to assist with (serious neurosis, alcohol/drug problems, or depression), it is in the student's best interest that you share that information as well.

The primary people with whom you should share specific information about an individual student are the staff and faculty who supervise your Learning Community. They are the first people you must contact. If there is the need for further intervention, and your supervisor passes the information along to relevant professional staff, you may be asked to discuss the situation. That is appropriate as long as it is done in a professional manner.

If you are contacted by a student's parent or guardian, refer them to your supervisor. There are strict guidelines that govern the sharing of student information, and your supervisor is trained to follow the laws for disclosure.

When you are "off duty," do not discuss confidential information about your mentees with your family, significant others, friends, or roommates. They do not have a right to know, and you do not have a right to disclose confidential information to them.

Integrity

Integrity is the foundation for a solid and productive relationship with the mentees and with the respective Learning Community staff. A Peer Mentor must display a consistent and positive self-concept including strong values and a respect for the policies and procedures of the Learning Community.

A Peer Mentor must:

- Be vigilant of his/her role as a representative of the Learning Community.
- Be vigilant of his/her role as a representative of Wayne State University.
- Exhibit a level of professionalism while still maintaining a peer relationship with mentee.

Standards of integrity extend to developing relationships with students and Learning Community staff, and to the manner by which the mentor relates and reports to the staff.

It is imperative that:

- Any documentation of hours worked and time spent participating in Learning Community activities is reported accurately and in the best interest of the mentee and the University.
- Student mentors track their own time and report it as required.
- Mentors understand the importance of following the guidelines and maintaining the standards that the Learning Community seeks in its mentors.

Ethical Standards

As you perform your duties as a Peer Mentor, it is critical to understand and practice ethical behaviors. You were selected for this position because you possess the ability to establish strong rapport with students. The interpersonal skills that made you a prime candidate for the position also can place you in challenging situations. As you serve in your role, it is important to adhere to some guiding principles of the helping profession.

(Excerpted from *Students Helping Students*, Ender, S. and Newton, F., 2000, Jossey-Bass Publishers)

- Peer Mentors will have knowledge and act consistently with the standards that are appropriate to the agency in which they are employed.
- Peer Mentors will avoid acting beyond the scope of the service for which they were selected and trained and not attempt to offer professional services requiring more extensive qualifications and training.
- Consult with your supervisor when you face a situation that makes you uncomfortable or when you experience a conflict or dilemma.
- Act appropriately when working with persons you are attracted to. Establishing intimate or strongly personal relationships with your mentees is not appropriate and compromises your helping role.
- Remember that as a mentor you are a role model. You are obligated to maintain congruence between what you say to fellow students in your role and how you act in other facets of your life where you can be seen (or heard).
- Avoid over-familiarity with mentees by maintaining a degree of professional distance.

Tools of a GREAT Peer Mentor

Peer Mentors are **THE KEY** to a Learning Community's success!

YOU are the liaison between the students in your Learning Community and the faculty and staff who run it. You provide support, guidance and connection for all of your Learning Community students. The LC coordinators look to you for feedback and will work with you to make your LC the best it can be.

Participate as an active listener:

Refer and Use Resources:

Attend and respond to both content and feeling:

Ask open ended questions:

Let the STUDENT solve the problem:



What IF You Get Stuck?

A good way to find out how things are going in your community is to ASK the people who are participating in it. This can be done in a number of ways.

Brainstorming:

Ask students about their goals for the year and what kinds of activities they would like to see made available – both social and educational. Write down the ideas they give you. When you're looking for something to plan, go to that list. People like knowing that their comments matter.

Survey/Assess:

After an event, hand out a short survey asking what the participants thought – if the content was good, what they learned, what could've been better, what was done really well, etc. We use "Two Likes and a Wish". Also ask for verbal responses and take these comments into consideration for future planning. Again, don't forget to use your resources (like your Learning Community Coordinator) to help you assess and evaluate your new data.

Talk with other mentors:

Get together with other mentors and see what programs/activities they have tried, what has worked, what hasn't. Remember to take into consideration the differences of your Learning Communities that might affect the outcome of a particular program.

Program planning checklist

As a mentor, there will be times when you need to plan programs and activities for your Learning Community. These may be educational/academic or fun/social in nature. Ideas include:



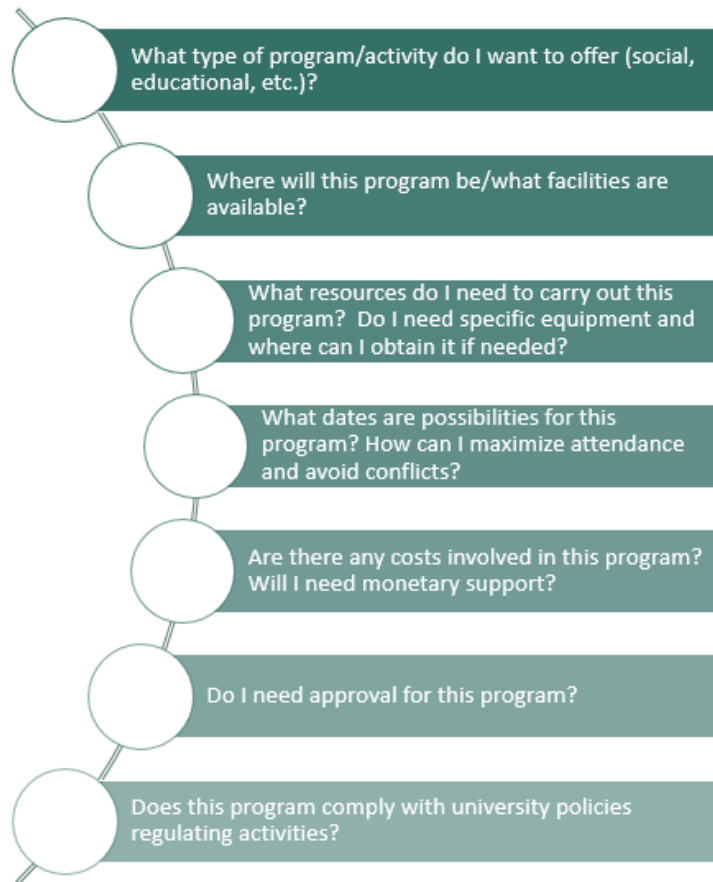
Educational/Academic

- Bringing in guest speakers
- Organizing study groups
- Taking tours of companies/organizations related to the Learning Community
- Attending lectures on campus
- Portfolio and resume workshops
- Campus group presentations
- Community service opportunities

Fun/Social

- Going out to dinner or dessert
- Hosting a pizza party or potluck
- Going bowling
- Organizing a "movie night"
- Birthday parties
- Putting together an intramural team
- Going to a WSU athletic game
- Attending a local festival
- Visiting a local museum or other cultural exhibit

Some things to take into consideration when planning include:



Reserving meeting space on campus

At different times during the year you might find it useful to reserve meeting or activity space on campus. Reserve a room by calling the Dean of Students Office (DOSO) at 313-577-1010.



* Photo from the 2015-16 Learning Community Year End Party

Men•tor

Noun: An adviser.












Verb: To advise or train (someone).

A mentor is an experienced person who provides information, advice, support, and encouragement to a less experienced person, often leading and guiding by example of his/her success in an area.

Advice from past Peer Mentors:



Resource Fair Passport

<p>1. Counseling and Psychological Services (CAPS)</p>	<p>2. Campus Health Center</p>	<p>3. Student Disabilities Services (SDS)</p>	<p>4. Dean of Students Office (DOSO)</p>
			
<p>5. Academic Success Center</p>	<p>6. Center of Excellence and Equality in Math (Math Resource Center)</p>	<p>7. Office of Multicultural Student Engagement (OMSE)</p>	<p>8. Career Services</p>
			
<p>9. Mort Harris Recreation and Fitness Center (RFC)</p>	<p>10. Writing Research and Technology (WRT) Zone</p>	<p>11. University Advising Center</p>	<p>12. Undergraduate Research Opportunities Program (UROP)</p>
			

Look for these highlighted resources in the appendices, and on the map

Appendices				
Academic Programs – WSU Schools and Colleges	Building Address	Dean’s Office	Website	Dean’s Office Phone Number
Mike Ilitch School of Business	5201 Cass Avenue	226 Prentis Building	business.wayne.edu	313-577-4501
College of Education	5425 Gullen Mall	441 Education Building	coe.wayne.edu	313-577-1620
College of Engineering	5050 Anthony Wayne Drive	1150 Engineering Building	engineering.wayne.edu	313-577-3780
College of Fine, Performing, and Communication Arts (CFPCA)	5104 Gullen Mall	The Linsell House	www.cfpga.wayne.edu	313-577-5342
Graduate School	5057 Woodward	Suite 6305	wayne.edu/gradschool	313-577-2170
Irvin D. Reid Honors College	5155 Gullen Mall	2100 Undergraduate Library	honors.wayne.edu	313-577-3030
Law School	471 W. Palmer	3315 Law School	law.wayne.edu	313-577-3933
College of Liberal Arts and Science (CLAS)	4841 Cass Avenue	2155 Old Main	clas.wayne.edu	313-577-2515
School of Library and Information Science	5265 Gullen Mall	3100 Undergraduate Library	slis.wayne.edu	313-577-1825
School of Medicine	540 E Canfield	1241 Scott Hall	med.wayne.edu	313-577-1335
College of Nursing	5557 Cass Avenue	112 Cohn Building	nursing.wayne.edu	313-577-4070
Eugene Applebaum College of Pharmacy and Health Sciences (EACPHS)	259 Mack Avenue	2620 EACPHS	cphs.wayne.edu	313-577-1716
School of Social Work	5447 Woodward Ave	Suite 277	socialwork.wayne.edu	313-577-4409

Academic Resources	Building Address	Office/Suite	Website	Office Number
5. Academic Success Center (ASC) Study Skills Counseling Supplemental Instruction Tutoring and Workshops	5155 Gullen Mall	1600 Undergraduate Library (UGL)	success.wayne.edu	313-577-3165
11. Advising (University Advising Center - UAC) for exploratory and pre-professional students	5155 Gullen Mall	1600 Undergraduate Library (UGL)	advising.wayne.edu	313-577-2680
Bulletin (Undergraduate and Graduate)	5057 Woodward	Suite 5121	bulletins.wayne.edu	313-577-2028
Foreign Language Technology Center	906 West Warren	385 Manoogian Hall	langlab.wayne.edu	313-577-3022
Learning Communities learningcommunities@wayne.edu	656 W. Kirby	4009 Faculty/Administration Building (FAB)	lc.wayne.edu	313-577-2254

Libraries: Law Library - Neef	474 Gilmour Mall	Law Library	www.lib.wayne.edu/neef	313-577-3925
Medical Library - Shiffman	320 E. Canfield St.	Mazurek Medical Education Commons	www.lib.wayne.edu/shiffman	313-577-1088
Purdy-Kresge Library - P/K	5265 Cass Aveune	Purdy-Kresge Library	www.lib.wayne.edu/pk	313-577-4042
Undergraduate Library - UGL	5155 Gullen Mall	Undergraduate Library	www.lib.wayne.edu/ugl	313-577-5121
6. Math Resource Center	656 W. Kirby	1198 Faculty/Administration Building (FAB)	clasweb.clas.wayne.edu/math/mrc	313-577-3195
Office of International Students and Scholars (OISS)	42 W. Warren	416 Welcome Center	oiss.wayne.edu	313-577-3422
Ombudsperson	5221 Gullen Mall	205 Student Center Building	wayne.edu/ombuds	313-577-3487
Office of the Provost	656 W. Kirby	4092 Faculty/Administration Building (FAB)	provost.wayne.edu	313-577-2200
Pre-Med and Health Science Center	5155 Gullen Mall	1600 UGL	Wayne.edu/advising/prehealth	313-577-2680
Registrar - Records and Registration: Schedule of Classes STARS for Degree Audit Transfer Credit	5057 Woodward	5 th floor	reg.wayne.edu classschedule.wayne.edu stars.wayne.edu transfercredit.wayne.edu	313-577-3550
3. Student Disability Services (SDS)	5155 Gullen Mall	1600 Undergraduate Library (UGL)	studentdisability.wayne.edu	313-577-1851 videophone: 313-202-4216
Study Abroad and Global Programs	906 West Warren	131 Manoogian Hall	studyabroad.wayne.edu	313-577-3207
Technology Resource Center Blackboard Office for Teaching and Learning	5265 Cass Avenue	First floor, Purdy-Kresge Library	trc.wayne.edu blackboard.wayne.edu otl.wayne.edu	313-577-0001
Testing, Evaluation and Research Services	5221 Gullen Mall	698 Student Center Building	testing.wayne.edu	313-577-3400
Transfer Student Success Center	5155 Gullen Mall	1150 Undergraduate Library	Tssc.wayne.edu	313-577-2487
Undergraduate Affairs Academic Policies General Education	656 W. Kirby	4092 Faculty/Administration Building (FAB)	undergrad.wayne.edu	313-577-2200
12. Undergraduate Research Opportunities Program (UROP)	656 W. Kirby	4007 Faculty/Administration Building (FAB)	urop.wayne.edu	313-577-9226
10. Writing Research and Technology Zone	5155 Gullen Mall	2310 Undergraduate Library	clas.wayne.edu/writing	313-577-2544

Other Student Resources				
Admissions (Undergraduate)	42 W. Warren	First floor, Welcome Center	wayne.edu/admissions/undergrad	313-577-2100
Scholarships	42 W. Warren	First floor, Welcome Center	wayne.edu/scholarships	313-577-2100
Athletics	5101 John C. Lodge Service Dr	101 Matthaehi Athletics Complex	wsuathletics.com	313-577-4280
Bookstore – Wayne State Bookstore	82 West Warren Avenue		wayne.bncollege.com	313-577-2436
Bursar, Office of the - Fiscal Operations	42 W. Warren	401 Welcome Center	fisops.wayne.edu/bursar	313-577-3653
Cashier's Office	42 W. Warren	217 Welcome Center	fisops.wayne.edu/bursar/cashier	313-577-3650
Student Accounts Receivable (loans, refunds, e-bills)	42 W. Warren	401 Welcome Center	fisops.wayne.edu/bursar/accounts-receivable	313-577-3653
2. Campus Health Center	5200 Anthony Wayne Drive	115 DeRoy Apartment Building	health.wayne.edu	313-577-5041
8. Career Services	656 W. Kirby	1001 Faculty Administration Building - FAB	careerservices.wayne.edu	313-577-3390
C&IT Help Desk, helpdesk@wayne.edu	5221 Gullen Mall	005 Student Center Building	computing.wayne.edu/helpdesk	313-577-4778 or 313-577-HELP
CommunityEngagement@Wayne	5155 Gullen Mall	2100 Undergraduate Library (UGL)	communityengagement.wayne.edu	313-577-9216
1. Counseling and Psychological Services (CAPS)	5221 Gullen Mall	552 Student Center Building	caps.wayne.edu	313-577-3398
4. Dean of Students Office (DOSO) Judicial / Code of Conduct Student Orgs Student Senate	5221 Gullen Mall	3 rd floor, Student Center Building	doso.wayne.edu	313-577-1010
Equal Opportunity, Office of	656 W. Kirby	4324 Faculty/Administration Building (FAB)	oeo.wayne.edu	313-577-2100
Financial Aid, Office of Student (OSFA)	42 W. Warren	First floor, Welcome Center	wayne.edu/financial-aid	313-577-3378
Free Legal Aid Clinic	5425 Woodward	Free Legal Aid Clinic	detroitflac.com	313-833-0058
Housing and Residential Life	5221 Gullen Mall	598 Student Center Building	housing.wayne.edu	313-577-2116
Dining – Aramark			dining.wayne.edu	313-577-9941

FedEx Office	5266 Anthony Wayne Dr	First floor, Towers Residential Suites	psg.kinkos.com/waynestate	313-833-3876
9. Mort Harris Recreation and Fitness Center (RFC)	5210 Gullen Mall	Mort Harris Recreation and Fitness Center	rfc.wayne.edu	313-577-2348
7. Office of Multicultural Student Engagement	5265 Cass Ave.	331 Purdy Kresge Library	wayne.edu/diversity/omse	313-577-9193
OneCard Service Center	42 W. Warren	257 Welcome Center	onecard.wayne.edu	313-577-2273
Parking and Transportation Services	42 W. Warren	257 Welcome Center	parking.wayne.edu	313-577-7275
PC Clinic	5221 Gullen Mall	799 Student Center	pcclinic@wayne.edu	313-577-5056
Police Department	6050 Cass Avenue		police.wayne.edu Emergency	313-577-2222
			Non-emergency	313-577-6057
Student Center Administration Campus Information and Service Center Reservations	5221 Gullen Mall	135 Student Center Building	studentcenter.wayne.edu studentcenter.wayne.edu/reservations.php	313-577-4585
Student Service Center (SSC) Accounts receivable Admissions Financial Aid Registrar	42 W. Warren	First floor, Welcome Center	wayne.edu/studentsservice	313-577-2100
University Pharmacy	5254 Anthony Wayne Drive	Towers Residential Suites	universityrx.wayne.edu	313-831-2008
Office of Military and Veterans Academic Excellence	5155 Gullen Mall	1600 Undergraduate Library	omvae.wayne.edu	313-577-9180
Student Veterans Resource Center	5221 Gullen Mall	687 Student Center Building	omvae.wayne.edu/student-vet-resource-center.php	313-577-4753

2016-17 Learning Community Calendar

August 2016
Peer Mentor Kickoff and Training: 8/22-8/23/16
Orientation Part 2 (O2) and FestiFall: 8/29/16 and 8/30/16 (opportunity to market LCs)
Meet and connect with students
September 2016
Run LC and track who has joined
Student Organization Day: 9/14/16, 11am - 2pm
Peer Mentor Professional Development: 9/20/16, 4-6pm, 407 State & 9/21/16, 4-6pm, 413 State
October 2016
Peer Mentor Professional Development: 10/11/16, 4-6pm, 431 State & 10/12/16, 4-6pm, 413 State
Fall Open House: 10/15/16
November 2016
Peer Mentor Professional Development: 11/15/16, 4-6pm, 407 State & 11/16/16, 4-6pm, 413 State
National Learning Community Conference 11/10-11/12/16 Atlanta, GA
December 2016
Peer Mentor Professional Development: 12/6/16, 4-6pm, 407 State & 12/7/16, 4-6pm, 413 State
January 2017
Welcome 2016-17 LC students back , meet & connect with students
Peer Mentor Professional Development: Week of 1/23/17, Details TBD
February 2017
Continue to meet and connect with students
Peer Mentor Professional Development: Week of 2/20/17, Details TBD
March 2017
Spring Break, No Classes, 3/13/17 through 3/18/17
Peer Mentor Professional Development: Week of 3/20/17, Details TBD
Remind 2016-17 LC students to register for Fall 2017 classes
April 2017
Complete LC Year End Assessment Surveys (for Peer Mentors & students)
2016 - 2017 LC Year-End event: 4/24/17, Details TBD
Remind 2016-17 LC students to register for Fall 2017 classes
May 2017
2016-17 LCs "end"
Year-end assessment due: 5/15/17
June 2017
Remind 2016-17 LC students to register for Fall 2017 classes
July 2017
Remind 2016-17 LC students to register for Fall 2017 classes
August 2017
Remind 2016-17 LC students to register for Fall 2017 classes

* This calendar is intended for LC Peer Mentors.

The full LC calendar can be found at <http://wayne.edu/learning-communities/faculty/>.

Campus Map

