Shades

Multicultural Peer Mentoring

Member Orientation Training
**Shades** is the envisioned program of Dr. Sydella Blatch, who was an ASU Ph.D. Candidate in Biology, a National Institute of Health (NIH) Graduate Research Fellow.

Dr. Blatch’s *Shades* program submission recognized the need for mentored support for underrepresented students in the academic fields of Science, Technology, Engineering, and Mathematics (STEM).

Dr. Blatch found an answer to this need within the STEM fields by developing and being an advocate of the *Shades* Multicultural Mentoring Program.
Shades - now

- Shades Multicultural Peer Mentoring Program has since expanded to every discipline to create a truly interdisciplinary community of scholars.
- Graduate and/or undergraduates interested in mentorship from peers within the same or similar area of study have joined Shades.
- Shades members receive peer mentoring through one-one-on mentoring matches and through small-group matching to enhance the peer mentoring experience.
- Shades members provide and receive support and insight in regards to multicultural and academic issues, build a strong network within the ASU community, and partake in professional development opportunities.
- Shades members are invited to attend the special events held periodically throughout the year.
goals and objectives

- Promote positive peer mentoring that fosters professional development and degree completion.
- Connect students with other scholars in their field by networking within the ASU community.
- Be a source of support and information regarding multicultural issues affecting students in their programs of study.
- Provide the tools and guidance in navigating the university system to achieve educational goals.
- Conduct scholarly discussions.
- Exchange information through peer mentoring, both on-on-one and small group, and through Shades social gatherings that combine both social and scholarly venues.
Shades is designed to have multiple positive impacts on the ASU community:

- Increase graduate enrollment of underrepresented and minority students
- Facilitate academic success to ensure retention and completion
- Mentor and provide support for each other while working together to formally mentor undergraduate and graduate students
- Promotes self confidence and self-esteem
Peer mentoring is a process through which a more experienced individual encourages and assists a less experienced individual develop his or her potential within a shared area of interest.

The resulting relationship is a reciprocal one in that both individuals in the partnership have an opportunity for growth and development.

Peers are individuals who share some common characteristics, attributes or circumstances. These may relate to programs of study, ethnicity, age, ability, interests, gender, etc.

Peer mentors are individuals who have more experience within that common area along with additional training in how to assist another in acquiring skills, knowledge and attitudes to be more successful.
what a member can expect - benefits

- Expanded knowledge of professional skills & practices
- Exposure to new ideas
- Personal growth
- Sense of sharing
- Opportunity to reflect on skills and practices

- Challenge of learning and applying new skills
- Reduced sense of isolation
- Access to broader professional networks
- Increased self-confidence
- Satisfaction from self-growth and giving back
effective mentoring relationship

- Develop a commitment to the mentoring relationship
- Establish a collaborative and mutually beneficial relationship
- Determine goals and periodically review them
- Help the member to determine their learning style; encourage them to use it
- Monitor the member’s academic progress through discussions and contact
- Discuss topics such as finances, budgeting, health & wellness
- Be an active listener
  - Pay attention to the person who is speaking and keep your mind focused on the subject
  - Let the speaker finish before you begin to talk and digest information before speaking
  - Ask questions and give feedback
role of a *Shades* mentor

- **Resource Partner:** Mentors know where, how, why and who. They are a catalog of information.
- **Teacher:** Many graduate students who chose to be *Shades* Mentors have research or teaching experience and share insights with undergraduates and 1st year graduate students on how to excel in their training program.
- **Role Model**
  - The Mentor serves as an example of how it’s done and done well.
- **Confidant**
  - The Mentor is trusted and serves as support.
- **Devils Advocate**
  - The Mentor takes a position to “test” your scholarly discussion in a safe environment.
- **Lifeguard**
  - Some Mentees only request the Mentor when going down for the third time. The need for a Lifeguard can be avoided by careful planning.
- **Collaborator**
  - A Mentor addresses concerns; offers advice on academic life.
role of a *Shades* mentee

- **Communicator**
  - Mentee clearly communicates expectations of mentor.

- **Creator**
  - Mentee creates goals with measurable outcomes.

- **Collaborator**
  - The Mentee listens and contributes to the conversation to ensure relationship is mutually beneficial.

- **Identifier**
  - Mentee has a clear understanding of why he/she wants to be mentored.

- **Evaluator**
  - Mentee continuously evaluates the mentoring relationship and provides constructive feedback to mentor.
what a member does NOT do

- Homework or substantially edit papers
- Tutoring/academic advising
- Counsel matters outside the academic experience
- Accept “excuses” for missed goals
- Date a member you are in a mentoring relationship with, this includes one-on-one and small group peer mentoring
- Share confidential information about a member with anyone outside the mentoring relationship
- Violate Family Education Rights & Privacy Act (FERPA); discuss the member’s particular situation with other Shades members
key to peer mentoring

- Have something to learn from one another
- Unlock and secure effective knowledge transfer

successful peer mentoring relationship

- Identify professional characteristic that you admire and want to emulate
- Communicate openly about the focus of the mentoring relationship
- Be available to meet regularly to develop these skills
importance of boundaries

- Important aspect of the mentoring relationship
- Identify and review boundaries at the first meeting
  - What are the limits of this mentorship?
  - What is expected of me and am I willing/able to give that?
- Will help avoid burn-out
- Strict boundaries can be loosened over time, but it is very difficult to make weak boundaries stronger during the mentoring relationship
good boundaries - examples

- “I care about you, but cannot take away your problems.”
- “It is ok to disagree. I form my own opinions and you form yours.”
- “I only accept phone calls until 9 pm. In case it is an emergency, we should make a list of telephone numbers of individuals you could call or some sort of contingency plan.”
- Members do not loan or give each other money; may purchase reasonable snacks/meals during meetings
- Set goals for semester and celebrate milestone accomplishments.

effects of weak boundaries

- Feelings of being taken for granted, dismissed, or disrespected
- Confusion by lack of boundaries and/or that needs are not being met
- Feeling that he or she cannot say no to or disagree with the other
- Anxiety and discomfort on both sides
- Having codependent and unclear expectations
- The development of a one-sided relationship with no give and take
- Feelings of over-responsibility
crossing boundaries

- A student becomes overly reliant on the mentor’s advice:
  - Avoids dealing with the difficulties in their life that they need to endure
  - Loses opportunities to develop skills
- The professional nature of the relationship slips:
  - The mentor or mentee confuses the professional concern for personal feelings
  - The mentor can feel alienated and the mentee can feel unfairly pressured
As a *Shades* member, there are rules of conduct to be followed:

- Maintain a professional and helpful attitude towards peers
- No underage drinking or providing alcohol to under-aged persons
- No violence or threats of violence
- No illegal drugs, glamorizing usage, or possession of drug paraphernalia
- No vandalism/ felonies
Inclusivity
- The member is committed to the positive development of all ASU students and the promotion of equal opportunity for all.

Dignity
- It is the primary responsibility of the member to provide the best possible service to the members within their peer mentoring relationship and to act in such a way as to cause no harm to any member.

Integrity
- The member is committed to functioning from a position of integrity, professionalism, and personal responsibility.
please note

- Suicidal or urgent harmful situations should be handled by contacting Counseling immediately in person.

- ASU counseling centers provide crisis intervention for students who are experiencing a mental health crisis. During normal working hours, students and/or the mentor may contact any ASU counseling center to request a same day appointment to discuss urgent situations.

- After office hours, EMPACT Suicide Prevention Center, Inc. is available for crisis consultation by calling (480) 921-1006.