

Building Effective Peer Mentoring Services

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Peer Mentorship in Schools Independently Published

If you want to do more with mentoring, you've found the right book. The notion that only the most experienced members of an organization can guide a few promising go-getters no longer applies in today's business world. In *Modern Mentoring*, Randy Emelo advocates for a vastly different mentoring practice. Drawing from a rich career, he explains why organizations should consider all employees potential mentors, making everyone both advisors and learners. *Modern Mentoring* offers a blueprint for success with a model that benefits more than the select few and steers clear of forcing connections between people. Emelo demonstrates that a culture in which people choose what they want to learn and whom they learn from, while increasing overall organizational intelligence, is completely within reach. In this book you will learn: what it takes to grow a modern mentoring culture which tools to use as you facilitate organization-wide mentoring how organizations like Monsanto and Humana benefit from modern mentoring.

A Guide for Developing a Culture of Caring Through Nursing Peer Mentorship Programs
Association for Talent Development

First-year programs (FYPs) for college students offer extended orientation to campus resources and provide first-time freshmen with essential skills for academic success, and many believe that the effectiveness of FYPs increases with the presence of peer mentors. The present study measured the added effectiveness of peer mentoring in FYP classrooms with knowledge of campus resources as a dependent measure. Ninety one first-year students in nine sections of FYP classes participated in this quasi-experimental study. Seven of the classes had peer mentors (n = 70), and the two control classes (n = 21) did not have peer mentors in the classroom. A 30-item questionnaire regarding the use and location of several campus resources was administered in the first two weeks of the Fall 2009 semester and again in the last two weeks of the semester. A repeated measures analysis of variance (ANOVA) revealed a main effect of time (change between Testing Time 1 and Testing Time 2) and an interaction effect of time and group (students with peer mentors, controls without peer mentors), on knowledge of campus resources. Students with a peer mentor started out with less knowledge of campus resources, and finished the semester with a similar level of knowledge, when compared to controls. The results only partially supported the research hypothesis that students with peer mentors in their FYP classes learned more about campus resources when compared to students without peer mentors. GPA scores for the first semester at the university did not differ between groups.

The Science of Effective Mentorship in STEM Routledge

Few things are more essential to the success of an academic institution than vital faculty members. This book is a rich combination of findings from the literature and practical tools, which together assist academic leaders and faculty in implementing and participating in a successful formal mentoring program that can be used as a strategy for maintaining the vitality of a diverse faculty across all stages of an academic career. In *Faculty Success through Mentoring*, the authors describe the tangible benefits of formal, traditional mentoring programs, in which mentor-mentee interactions are deliberate, structured, and goal-oriented. They outline the characteristics of effective mentors, mentees, and mentoring programs, and cover other models of mentoring programs, such as group and peer mentoring, which are particularly suited for senior and mid-career faculty. Also included are tools that institutions, mentors, and mentees can use to navigate successfully through the phases of a mentoring relationship. One of the unique features of this book is its explicit attention to the challenges to effective mentoring across genders, ethnicities, and generations. No matter what role one plays in mentoring, this book is an invaluable resource. *Best Practices for Mentoring in Online Programs* Springer Nature

This book describes in detail how to develop successful programs of nursing mentorship, utilizing concepts of caring that yields a strong, caring body of nurses who will be "nurse thrivers" as they

find fulfilment and meaning in their professional commitment and will train others to do the same. The mentorship program is the ticket to success that many students need to complete their degree program, prevent burnout, pass the nursing NCLEX examination, and remain in the workforce after graduation. The current attrition rate in baccalaureate nursing programs is 25-50%, as is the attrition rate in the first 2 years of employment of new RN's entering the workforce. Burnout is due to a lack of care and support for helping the students navigate the rigor and demands of the nursing program. Creating a community of learners with caring and support creates an environment that fosters academic engagement and success. The unique aspect of this book is its focus on creating a caring environment to support the students; helping them develop caring skills, empathy, resilience and their own self-care; developing the skills for success beyond their educational process into the workforce. This book integrates all patterns of knowing - personal, aesthetic, empiric and ethical - and provides the missing link of peer mentorship necessary to the development of resilient, emancipated nursing students and graduates capable of working in community with others to establish cultures of care in health care. This is a must have resource for transformation of nursing education in the next century! Foreword by Dr. Margaret McClure.

Peer Mentorship in Schools Taylor & Francis

This book explores how belonging differs based on students' social identities, such as race, gender, sexual orientation, or the conditions they encounter on campus. Belonging—with peers, in the classroom, or on campus—is a critical dimension of success at college. It can affect a student's degree of academic adjustment, achievement, aspirations, or even whether a student stays in school. The 2nd Edition of *College Students' Sense of Belonging* explores student sub-populations and campus environments, offering readers updated information about sense of belonging, how it develops for students, and a conceptual model for helping students belong and thrive. Underpinned by theory and research and offering practical guidelines for improving educational environments and policies, this book is an important resource for higher education and student affairs professionals, scholars, and graduate students interested in students' success. New to this second edition: A refined theory of college students' sense of belonging and review of current literature in light of new and emerging theories; Expanded best practices related to fostering sense of belonging in classrooms, clubs, residence halls, and other contexts; Updated research and insights for new student populations such as youth formerly in foster care, formerly incarcerated adults, and homeless students; Coverage on a broad range of topics since the first edition of this book, including cultural navigation, academic spotting, and the "shared faith" element of belonging.

Undergraduate Peer Mentors Serving Underrepresented Students at a Predominantly White Institution iUniverse

Research has revealed there is a challenge for students when they transition into middle school. Research also proves that peer-based interventions are proven to be productive in many ways. This project explores peer-to-peer mentoring in a school setting between older and younger students. An effective mentorship program must focus on building relationships between the mentor and mentee as well as guide mentors to be good mentors and role models. The peer-to-peer mentor program uses research based strategies to help implement in a K-8 building. Training lessons, pre-and post-assessments and parent permission letters are included to be used to implement the program.

Students Helping Students Pearson Education

Amazing Benefits, Unique Risks A stellar mentor can change the trajectory of a career. And an enduring mentoring program can become an organization's most powerful talent development tool. But fixing a "broken" mentoring program or developing a new program from scratch requires a unique process, not a standard training methodology. Over the course of her career, seasoned program development specialist Jenn Labin has encountered dozens of mentoring programs unable to stand the test of their organizations' natural talent cycles. These programs applied a training methodology to a nontraining solution and were ineffective at best and poorly designed at worst.

What's needed is a solid planning framework developed from hands-on experimentation. And you'll find it here. *Mentoring Programs That Work* is framed around Labin's AXLES model—the first framework devoted to the unique challenges of a sustained learning process. This step-by-step approach will help you navigate the early phases of mentoring program alignment all the way through program launch and measurement. Whether your goal is to recruit and retain Millennials or deepen organizational commitment, it's time to embrace mentoring as one of the most powerful tools of talent development. *Mentoring Programs That Work* will help your organization succeed by building mentoring programs that connect people and inspire learning transfer.

Peer-to-Peer mentor program in middle school National Academies Press

There is nothing more powerful than receiving adjusting and affirming feedback from a peer. This book is designed to assist all school stakeholders who are interested in implementing an effective peer mentorship program that is specifically geared for high and middle school students. The concept can even be implemented at lower grade levels. Whether you are a student, mentor, mentee, parent, guidance counselor, social worker, teacher or principal, this book will be a guide listing and framing best practices for the coordination of a peer mentorship program. Peer mentorship can be an essential piece of a larger puzzle and can have a tremendous impact on school culture nationwide. For students being mentored the difference in them is almost immediate. Mentorship has a significant effect on bullying, attendance, grade point averages, suspension rates, disciplinary referrals and classroom disruption. Peer mentorship in schools has the potential if implemented with best practices to change the face of student culture throughout every middle and high school in the nation. We live in a society that encourages individuality and promotes independence but at what cost? Though we teach our children to be dependent free of others the reality is that no man or woman is an island. We are social beings and caring for one another is what makes us human. When we work together we achieve more. Character is not a concept that is simply spoken about but actually manifests itself through our actions. As educators it is our moral obligation to teach students the importance to care for one another. Studies have shown that schools with peer mentorship programs along with an effective character education curriculum have had significant increases in academic performance and improved confidence as well as decreases in poor behavior and suspensions.

Peer Mentoring in Criminal Justice Harvard University Press

In this book, you will be taken through every step of setting up a mentoring system and creating a supportive peer-to-peer mentoring system for the teachers in your school. With the information in this guide, you could even set yourself up as a team leader to initiate a mentoring system in your school and surrounding schools! At School-Kits, we recognise that teaching is one of the most important professions in society. Unfortunately, it is not one of the easiest. We all know that staff numbers are down in many countries and the staff-to-student ratio is not the best in most schools. Keeping good teachers in the profession is a task in itself. This is where setting up a teacher mentoring system is important. When a teacher stands at the front of a class or begins a lesson, they are the sole mechanism by which all the students in that class are to learn. This alone can create a feeling of isolation and doubt in some teachers, especially new teachers fresh from teacher's college. Mentoring between teachers and staff increases teacher retention and enhances faculty cooperation and teamwork. It also helps to reduce the feelings of pressure and isolation when each teacher knows they have a set network to access for assistance. This is just one thing this book will teach you. Everyone needs support. Not just during the trying times of the pandemic but coping in what is often an overloaded position. Good teachers become teachers because they love to teach and help the students in their care. Feeling isolated and under pressure can lead to stress. Stress can lead to mistakes or something being overlooked. Everyone works better when they know they are not isolated or alone but part of a cohesive team with colleagues they can rely on and turn to if needed. This is where a good staff mentoring programme comes in. SET UP YOUR PEER-TO-PEER MENTORING SYSTEM TODAY! Contents include: Understanding Peer-to-Peer Mentoring Welcoming and Helping New Teachers Building Support Systems Between Old and New

Teachers Assisting Temporary and Special Needs Teachers Evaluating the Peer-to-Peer Mentoring Program Maintaining and Improving the Peer-to-Peer Mentoring Program The Impact of Peer-to-Peer Mentoring on Teachers and Students Implementing and Maintaining a Peer-to-Peer Mentoring Program Other Considerations for Successful Peer-to-Peer Mentoring and Networking Tools Guidelines for Mentors Checklist for Mentors Checklist for Mentees to Use Template for Trainee or Mentee Creating a Mentoring Environment and Network Developing a "new teacher" Induction and Orientation Programme How to Act as a Mentor How to Work with Your Mentor Team Building and Cooperation Enhancing communication skills Overcoming Problematic Classroom Situations [The Student's Guide to Peer Mentoring](#) Bloomsbury Publishing

This second edition offers a practical training guide for college students who serve as leaders, tutors, counselors, or advisors for their peers. This thoroughly revised and updated volume contains a fundamental discussion on student growth and development and provides learning objectives and self-discovery exercises to help student leaders with tasks such as tutoring, student orientation, residence hall advising, crisis intervention, coaching, and more. *Students Helping Students* includes: Updates on the most current research and the latest advances in technology A revised model that contains service learning and student retention programs The results of two intervention strategies: the Health Behaviors Assessment and the College Learning Effectiveness Inventory, which focus on the topics of wellness and academic success Descriptive overviews of peer programs addressing sexuality, safety, violence reduction, residence life, online peer connections, and more Praise for the Second Edition of *Students Helping Students* "This new work remains the definitive standard in the field. It should be on the bookshelf of every student affairs professional and is an important tool for preparing peer educators for providing service." Ernest Pascarella, professor and Mary Louise Petersen Chair in Higher Education, University of Iowa "The second edition of *Students Helping Students* teems with useful material that can be thoughtfully applied by peer helpers. The what, so what, and now what framework reflectively guides the reader to self-discovery and thoughtful practical applications. Being a peer helper is a high-impact learning experience made intentional through the pages of this fine book." Susan R. Komives, professor of college student personnel, University of Maryland and president, Council for the Advancement of Standards in Higher Education

The Mentor's Guide Wiley-Blackwell

The purpose of this study was to examine the effectiveness of a university peer mentoring program at a 4-year university in Southern California. Previous studies suggest that university peer mentoring can promote favorable academic and social outcomes for students. Also, peer mentoring might negate students' feelings of isolation and disengagement, which research suggests are principal factors for college dropout rates. Data were collected from 304 students at California State University, Northridge during the fall semester of 2012. Almost all were freshmen (M = 18.1 years old). ANCOVAs were run comparing peer mentored students and non-peer mentored students on posttest perceptions of their first semester of college, as well as their familiarity with campus resources (while controlling for pretest scores). Also, paired samples t-tests were run to compare mentored students' pretest to posttest scores on the same outcome variables. Results indicated that students with a peer mentor felt significantly more integrated and connected to their university at the end of their first semester, compared to non-mentored students. Familiarity with campus resources did not differ significantly between groups. Results also indicated that mentored students' feelings of connectedness and integration, as well as knowledge of campus resources, improved significantly by the end of their first semester. Participants also provided qualitative responses for what they found beneficial about the program, as well as suggestions for improvement. Evidence was provided that the peer mentoring program was successful in acclimating students to college, which in turn might reinforce their persistence

towards staying in school and graduating on time. The results might be referenced when implementing future incarnations of the program, as well as similar programs at other universities.

[Make a Friend](#) Routledge

This is a comprehensive resource for creating, refining and sustaining effective student peer mentoring programs. While providing a blueprint for successfully designing programs for a wide range of audiences - from freshmen to doctoral students - it also offers specific guidance on developing programs targeting three large groups of under-served students: first-generation students, international students and student veterans. This book is primarily intended as a resource for student affairs professionals and program coordinators who are developing new peer-mentoring programs or considering refining existing ones. It may also serve as a text in courses designed to train future peer mentors and leaders.

Strategic Relationships at Work (PB) Tate Publishing & Enterprises

Peer-Group Mentoring for Teacher Development introduces and contextualises for an international audience, a new model for teachers' professional development; Peer Group Mentoring, (PGM). It is based on the constructivist view of learning, the idea of shared expertise, and the 'Model of Integrative Pedagogy' which emphasises the integration of different forms of expert knowledge in professional development.

Handbook of Youth Mentoring John Wiley & Sons

Mentoring Human Potential is a cutting edge manual for creating dynamic, holistic student peer mentoring programs. This is a revolutionary book. While giving practical information about how to train mentors and supervise a mentoring program, Scott Seldin asserts that spirit, personally defined, is an ally in waiting for every student a powerful resource for academic achievement. Therein lies the revolution. *Mentoring Human Potential* provides the reader with a field-tested way to use holistic peer mentoring and spirit as powerful resources for increasing student retention, persistence, and wellbeing. Scott Seldin will lead you toward the ways that mentor and mentee can open themselves to being moved by Spirit. He will courageously point the way to the greater mysteries that bless those who dare enter with an open heart. In Spirit, we find the soulful life and the path worth living and dying for. I encourage you to trust his guiding voice. Dr. Bradford Keeney, author, psychologist

Mentoring The Future: A Guide to Building Mentoring Programs That Work Taylor & Francis

Mentorship is a catalyst capable of unleashing one's potential for discovery, curiosity, and participation in STEMM and subsequently improving the training environment in which that STEMM potential is fostered. Mentoring relationships provide developmental spaces in which students' STEMM skills are honed and pathways into STEMM fields can be discovered. Because mentorship can be so influential in shaping the future STEMM workforce, its occurrence should not be left to chance or idiosyncratic implementation. There is a gap between what we know about effective mentoring and how it is practiced in higher education. The Science of Effective Mentorship in STEMM studies mentoring programs and practices at the undergraduate and graduate levels. It explores the importance of mentorship, the science of mentoring relationships, mentorship of underrepresented students in STEMM, mentorship structures and behaviors, and institutional cultures that support mentorship. This report and its complementary interactive guide present insights on effective programs and practices that can be adopted and adapted by institutions, departments, and individual faculty members.

College Students' Sense of Belonging R&L Education

This book presents an evidence-based best practice approach to the design, development, and operation of formal mentoring programs within organizations. The book includes practical tools and resources that organizations can use, such as training exercises, sample employee development plans, and mentoring contracts. Case studies from organizations with successful mentoring programs help illustrate various principles and best practice strategies suggested in the book. A

start-to-finish guide that can be used by management, employee development professionals, and formal mentoring program administrators is also included.

[Thriving in Transitions](#) Createspace Independent Publishing Platform

A part of the new Teaching Medicine Series, this new title acts as a guide for mentoring and

fostering professionalism in medical education and training

[Building a Cross-age Peer Mentoring Program](#) ACP Press

Best Practices for Mentoring in Online Programs is a straightforward guide to creating meaningful, lasting mentoring programs for faculty or students enrolled in fully or predominantly online programs. Faculty and student mentoring programs are proliferating in higher education, including peer mentoring, group/network mentoring, and career mentoring, making it all the more important that administrators and instructors incorporate research-based best practices for effective and successful implementation. Divided into two sections - the first on mentoring programs for faculty, the second on programs for students - this volume engages a broad variety of mentoring models and contexts across disciplines, paying special attention to the effective strategies and common problems associated with online mentoring. The book addresses the practical aspects of setting up, running, structuring, and evaluating online mentoring programs, along with the recruitment, selection, compensation, and recognition of mentors. Case studies and interviews bring to life the challenges and opportunities of mentorship, including how to resolve discussions pertaining to difficult or controversial issues, while a wealth of resources, templates, and checklists will help administrators and faculty take concrete steps towards implementing or developing programs tailored to their needs and institutional contexts.

Faculty Success through Mentoring John Penton and Shona Welsh

Are Mentoring and Coaching Programs Effectively Employed in Your Organization? Coaching and mentoring have become essential organizational tools for developing people. HR managers, T&D specialists, and performance technologists will find useful tools in the 12 case studies in this volume. These studies portray different mentoring and coaching programs in a variety of organizations and many educational applications that can be used as models and guides.

Creating Mentoring and Coaching Programs The National Resource Center for The First-Year Experience

Peer mentoring is an increasingly popular criminal justice intervention in custodial and community settings. Peer mentors are community members, often with lived experiences of criminal justice, who work or volunteer to help people in rehabilitative settings. Despite the growth of peer mentoring internationally, remarkably little research has been done in this field. This book offers the first in-depth analysis of peer mentoring in criminal justice. Drawing upon a rigorous ethnographic study of multiple community organisations in England, it identifies key features of criminal justice peer mentoring. Findings result from interviews with people delivering and using services and observations of practice. *Peer Mentoring in Criminal Justice* reveals a diverse practice, which can involve one-to-one sessions, group work or more informal leisure activities. Despite diversity, five dominant themes are uncovered. These include Identity, which is deployed to inspire change and elevate knowledge based on lived experiences; Agency, or a sense of self-direction, which emerges through dialogue between peers; Values or core conditions, including caring, listening and taking small steps; Change, which can be a terrifying and difficult struggle, yet can be mediated by mentors; and Power, which is at play within mentoring relationships and within the organisations, contexts and ideologies that surround peer mentoring. Peer mentoring offers mentors a practical opportunity to develop confidence, skills and hope for the future, whilst offering inspiration, care, empathy and practical support to others. Written in a clear and direct style this book will appeal to students and scholars in criminology, sociology, cultural studies, social theory and those interested in learning about the social effects of peer mentoring.