Peer Advisee Experience
Annotated Bibliography

Note: This bibliography was developed for the CREATES Toolkit for Peer Advising. For more information and additional educational tools, visit: http://europe-creates.eu

Collier, P. J. (2015). *Developing effective peer mentoring programs: A practitioner's guide to program design, evaluation, and training.* Sterling, VA: Stylus.

The first half of the book explores the benefits of peer mentoring, focusing especially on retaining students and supporting them in the completion of their degree. The second part of the book takes a very practical approach to planning and implementing a peer mentoring program, including chapters on planning a structure starting from nothing. The points discussed are illustrated further with several case studies from the USA.

Collier considers both face-to-face and e-mentoring plans.

Colvin, J. W., & Ashman, M. (2010). Roles, risks and benefits of peer mentoring relationships in higher education. *Mentoring & Tutoring: Partnership in Learning*, 18, 121-134.

This study demonstrates that students, instructors, and mentors all have different perspectives about a mentor's role and how that role should be enacted. Mentors and mentees described a mentor's role as a 'connecting link', 'peer leader', and 'trusted friend' among other roles. In the context of CREATES, clarification for all parties could help establish the mentor's role more clearly and alleviate confusion.

Unlike other studies, this article emphasizes potential risks as well as the benefits for being or having a peer mentor. Risks were identified concerning time and other commitments (trying to do too much), favoritism, students being too dependent on the mentor or, conversely, not accepting the mentor. Additionally, the nature of the relationship, mentor and mentee, reflects hierarchical ordering. Thus help, power, and resources tend to flow in one direction, creating the possibility for misunderstanding or

misuse of such power and resources and leading to challenges and resistance. However, almost all participants indicated some sort of benefit to both sides of a peer mentor relationship, such as: individual attention, new friendships, retention benefits or a better connection to the campus.

Cross, S. (1998) Roots and Wings: Mentoring. *Innovations in Education and Training International*, 35:3, 224-230, DOI: 10.1080/1355800980350306

This article covers peer mentoring in a variety of settings including academic and professional. Relevant to the current theme of advisee experience in peer mentoring/advising, according to Cross, formal programmes require both mentors and mentees to be trained. "Such preparation helps to overcome potential problems, many of which are rooted in inappropriate expectations of the scheme. The training should include ensuring that both sides understand what the partnership is about, the parameters within which it operates and the range of activities which contribute to an effective process" (p. 226).

Hill, R., & Reddy, P. (2007). Undergraduate peer mentoring: An investigation into processes, activities, and outcomes. *Psychology Learning & Teaching*, 6, 98-103. https://doi.org/10.2304/plat.2007.6.2.98

This article presents a qualitative study of the expectations and experiences of a group of undergraduate student mentors and mentees participating in a pilot mentoring scheme in a psychology department of a UK university. The authors noticed difficulties to arrange the first meeting and suggested it to be centrally organized. Some mentors concluded that they would consider caring about a group of mentees instead of just one person to be more satisfying for them. Finally, some mentees held the expectation that mentoring was meant for students who are less able or confident. Thus, the authors suggest to automatically include all first-year students with provision for opting out.

Storrs, D., Putsche, L. & Taylor, A. (2008) Mentoring expectations and realities: an analysis of metaphorical thinking among female undergraduate protegés and their mentors in a university mentoring programme, *Mentoring & Tutoring: Partnership in Learning*, 16:2, 175-187, DOI: 10.1080/13611260801916499

In this article, Storrs et al. studied women undergraduates at the University of Idaho who has used the Women's Center mentoring service and their peer and faculty mentors. They found that the expectations of the mentees often differed from their actual experiences. Discrepancies between mentees' expectations and the actual experience of mentoring led to some dissatisfaction. Respondents were encouraged to use metaphors to express their expectations and experiences in this qualitative study. Storrs et al., stressing the mnemonic power of metaphor, suggest using metaphors to help clarify expectations and possibilities in a mentoring relationship.