



..... **GUIDE MANUAL** .....

**A great college experience starts with a great first year**

..... **K-STATE.EDU/GPS** .....

# TABLE OF CONTENTS

<b>GPS program introduction</b> .....	<b>3</b>
<b>Welcome</b> .....	<b>3</b>
<b>Program description and history</b> .....	<b>4</b>
<b>Program goals</b> .....	<b>4</b>
<b>Introduction to mentoring</b> .....	<b>5</b>
<b>The role of a mentor</b> .....	<b>5</b>
<b>Mentoring snapshot</b> .....	<b>5</b>
<b>Mentoring benefits</b> .....	<b>6</b>
<b>Guidelines for mentoring success</b> .....	<b>6</b>
<b>General rules to remember</b> .....	<b>7</b>
<b>Setting boundaries that work</b> .....	<b>7</b>
<b>Guide expectations</b> .....	<b>9</b>
<b>Pre-arrival contact</b> .....	<b>9</b>
<b>First in-person meeting</b> .....	<b>10</b>
<b>Connecting within GPS</b> .....	<b>10</b>
<b>GPS connect events</b> .....	<b>10</b>
<b>Connecting on and off campus</b> .....	<b>11</b>
<b>Conversation points throughout the year</b> .....	<b>11</b>
<b>What if...?</b> .....	<b>13</b>
<b>Impact</b> .....	<b>14</b>
<b>Works consulted</b> .....	<b>14</b>



..... **SECTION 1:** .....

**An Introduction to the Guide to Personal Success (GPS) Program**

**Welcome!**

*Thank you for participating in the GPS program as a guide and mentor for first-year students at K-State. We hope that you find the mentor relationship to be both fulfilling and enlightening. Guides play an important role in helping first-year students achieve at K-State by providing a personalized connection to the university. The purpose of this manual is to provide you with an introduction to mentoring and guidelines for success within the GPS program. Enjoy and thank you again!*



## Program Description and History

K-State First is home to GPS, K-State's first-year mentoring program. This program matches K-State faculty, staff and graduate students with first-year students for a one-on-one mentoring relationship. These campus professionals are referred to as guides because they provide guidance and support to their mentees. The GPS program is open to all first-year students, and mentees are carefully matched with a guide. Guides are encouraged to connect with mentees both on their own or through monthly "connect" events hosted by the GPS program.

Adapted from a similar program at George Washington University in 2009, the GPS program was originally housed in the Office of Student Activities at Kansas State University. In 2011 the GPS program became part of K-State First.

### As a K-State First Program, GPS shares many of the same program goals.

The K-State First program aims to:

- foster campus community and feelings of belonging
- offer opportunities for diverse activities and interactions
- raise academic expectations with engagement and compassion
- empower students with a strong sense of personal responsibility and social agency

Within K-State First, the GPS program has one major goal: to enrich the college experiences of first-year students by connecting them with outstanding K-State professionals.

In addition, the GPS program strives to:

- introduce first-year students to the rest of the campus community
- create an environment that fosters student success
- increase retention rates for first-year students

*"Mentoring is neither passive nor academic — you want to engage and involve your mentees, learn with them and be transformed by the experience as well."*  
– Tim Elmore, author of "Life Giving Mentors"



# SECTION 2:

## Introduction to Mentoring

### The Role of a Mentor

Serving as everything from an educator to a coach, mentors have the opportunity to enrich the life of a young person by cultivating an individual, personal connection. Similarly, GPS guides act as mentors for their mentees, shaping interests, helping to find career or life paths, using wisdom to give sound advice and sometimes just being a good listener.

Mentors look to connect and grow alongside their mentees. Mentors seek out their mentees and actively discover new ways to engage and connect. This means seeing the relationship as more than just “helping” the mentee, but as a relationship where both people grow over time. Within the GPS program, this growth is concentrated in the first year of the student’s college journey.

Although mentoring is often a personal choice that grows out of a connection with an individual, the GPS program hopes to cultivate an environment where mentor-type connections with students can develop. Read on to learn about some common roles that may relate to your upcoming experience as a guide within the GPS program.

### Mentoring Snapshot

Generally, the role of a GPS guide is to provide guidance and support to their mentee(s). A GPS guide is different from an academic advisor; mentors are encouraged to connect with mentees beyond just academics. Mentors have knowledge of campus resources and can connect students in a timely and targeted manner. In the past, guides have used their connections and experiences to share information about everything from grocery store recommendations to internship ideas!

#### Lifelong friend

This is often the role that one might envision for a mentor/mentee relationship. The mentor as a lifelong friend grows with the mentee, and the relationship develops as the mentee ages. The mentor might invite her mentee to her home, keep in touch through letters after her mentee leaves college, or collaborate on scholarship.

#### Coach

Coaches push their mentees to succeed by offering constructive feedback, meaningful praise, and personal observations or insights. A coach helps mentees recognize and hone strengths while guiding mentees to programs or interests that will allow these strengths to flourish. A coach pushes mentees to succeed and provides the support and encouragement a mentee might need to feel motivated or empowered. Much like athletic coaches, mentoring coaches have a close relationship with their mentee(s) that is formed around a shared interest or goal. GPS guides who act like coaches might encourage mentees to apply for a job or join a new club. Coaching is all about providing the support mentees need to feel encouraged to try new opportunities.

#### Mentor when needed

Within the GPS program, there will be some mentees who rely on their mentors only when they need something. Typically, guides respond by giving advice, directing mentees to useful services, or by sharing their own similar experiences. Although it is best to stay connected through all seasons of a student’s first year, some students do not fully understand the value of this type of mentor relationship. In this situation, we recommend that mentors remain patient and ready to reopen the lines of communication when their mentee approaches with a need or question.

#### Advisor

The GPS program envisions staff, faculty and graduate student mentors as experienced professionals who can provide advice and guidance to first-year students. As advisors, guides help new students navigate complex or unfamiliar situations. An advisor might give guidance based on his or her own experience, offer suggestions, or connect mentees with relevant programs or services. As an on-campus professional, many GPS guides will have the knowledge and experience to direct new students to programs on campus or use their own experience to give direction to mentees.

#### Professional connection

Some mentors interact with their mentees primarily as professional connections, keeping all interactions fairly formal. This is often very useful for first-year students new to the campus community and eager to make professional connections that will help them find opportunities and organizations matching their interests. As professionals well-connected to the university, GPS guides are positioned to connect students with programs and organizations that they might be unfamiliar with. In addition, some mentees find that their mentors can direct them to open job positions, connect them with another professional who shares their interests, or act as a reference.

MENTOR  
AS A...

## The Benefits of Mentoring

Mentoring benefits the mentee, the mentor and the university by fostering high levels of engagement. As each mentee-mentor relationship is different, each individual in the program will experience unique benefits.

Although many people believe that mentees gain the most from a mentoring relationship, mentors have a lot to gain as well. Here are some of the benefits you might experience:

- Exposure to the emerging talent pool.
- Ongoing attention to your own career development.
- Satisfaction from imparting wisdom and experience to others in the profession without a huge time commitment.
- Enhancement of coaching, mentoring, leadership and management skills.
- The chance to be exposed to diversity of thought, style, personality and culture.
- A way to recruit employees for the mentor's department or area of interest.
- Feedback loop to students and program regarding curriculum needs.
- A way to "give back" to K-State.
- Connections with new colleagues on campus.
- A lasting career network.

Moreover, mentoring gives guides access to a fulfilling interpersonal connection with new K-State students. Mentoring benefits mentees, too. Mentees often remark on how much they learn from their mentor, or how their connection with GPS has introduced them to new people and locations. Some benefits for mentees include:

- University success. In 2011, 93 percent of GPS participants who joined GPS in the fall re-enrolled in the spring semester.
- Access to a professional network.
- An opportunity to make a connection that can open doors to future opportunities.
- Support navigating a new university.
- Individual interaction with a university professional.
- Exposure to new experiences and points of view.

These benefits are just the beginning. Some mentor/mentee relationships extend past the first year and become long-term friendships. Others offer meaningful guidance for a student's first year at a new university. No matter the level of connection, each mentor-mentee connection is different and has its own unique benefits.

*"My GPS mentor has helped me get a job as a tour guide for K-State. Also I used her as a reference for a job as a Wildcat Warm-up counselor. It's really nice for on-campus jobs because if they see that the person is K-State faculty or staff they know they are a reliable source."*  
— Kimberly, former GPS Mentee

## Guidelines for Mentoring Success

Although there is no rulebook for mentoring, there are certain guidelines that will enable guides to be successful. The guidelines printed below are great general reminders for GPS participants and are useful tips for mentoring success.

- Be sure you are clear about how often you will communicate, whether it will be by phone, email, Facebook or text messaging.
- Make contact frequently, especially during the first few weeks to build a trusting relationship.
- Follow up when you make a commitment to get information, take action, etc.
- Be appreciative of your mentee — learn his or her strengths and seek or offer advice in areas of strength.
- Work hard to make the relationship a two-way street. Sharing responsibility for setting up times to meet is just one example.
- Be flexible and enjoy the experience.

## General Rules to Remember

The GPS program recognizes that every mentor-mentee connection will have different goals and boundaries, but we hope these guidelines will help you to start developing relationships.

### Communication

Communication is an essential part of any relationship, and it is very important to keep the lines of communication open with your mentee(s). This means contacting your mentee early and often to make sure you are on the same page. Regular contact will ensure that you are both comfortable with how often you are meeting, the events you attend, and your communications through technology.

Guides communicate with their mentees in a variety of ways. Some guides connect with mentees through email or social media applications such as Facebook, Twitter or LinkedIn. Others give out phone numbers for calling and texting. Communication style and preference is a great thing to discuss in person the first time you meet.

Moreover, we encourage guides to communicate with the GPS program as well. If you would like to contact the program to share information about your mentee-mentor relationship, there are several resources available to you. First, you can contact the program coordinator, who can offer new perspectives or advice. Second, GPS guides are welcome to connect with other program participants including other guides within their own networks. Sharing stories and communication is one way to gain new ideas about connecting with your mentee.

### Blame-free relationship

It is possible, for whatever reason, that a mentor and a mentee will not connect. One failed connection does not mean that you are not a good mentor. Some guides worry that they are failing if they are not close friends with their mentee(s). This is not the case; many mentees are looking for guidance and support, not just friendship. You can still be a great guide without being a close friend of your mentee. Concerns can be addressed and, if necessary, relationships rebuilt without blame being assigned by contacting the program coordinator to discuss your mentoring relationship.

### Professionalism

As a GPS guide you are representing the university to your mentees. Your language, response style, appearance and demeanor will all make an impression and likely a very positive one! Please keep professionalism in mind, and of course use your best judgment when communicating and connecting with your mentees.

### Have fun!

One of the benefits of participating in this program is that you have the opportunity to connect with first-year students in a variety of ways. Think creatively when planning your time together — the possibilities are endless!

## Setting Boundaries that Work

Boundaries are important for any relationship. They keep both parties feeling respected, valued and comfortable. As guides, the creation of boundaries is a task that might fall to you.



The GPS program suggests that you and your mentee(s) talk about boundaries related to the following:

- Time, length and frequency of meetings
- Communication in between your meetings
- Areas to talk about and work on
- When you might refer your mentee(s) to someone else for additional assistance
- Style preferences (e.g., how each of you would like to give and receive feedback, how you prefer to communicate, punctuality habits)
- Physical/touch boundaries (What's comfortable? Are each of you huggers...or not?)
- Gifts/event payment

Here are some examples of boundary-related circumstances you might face and how our program recommends you handle them (depending on the boundaries you've already set, of course). Your mentee(s)...

**Missed your scheduled time to connect twice in a row and didn't notify you that he/she wouldn't make it.**

Via your mentee's preferred form of communication, you might say:

"Hi there. Just checking in to see how things are going for you. I went to \_\_\_\_\_ yesterday at \_\_\_\_ a.m./p.m. to meet you like we'd planned but I didn't see you there. It seems like you're having a pretty busy month seeing as that last time to connect didn't work out either. I understand how tricky scheduling can become when you have so much on your plate. Do you think next time, if you have another conflict, you could send me a text or give me a call to let me know you can't make it?"

"I'd like to catch up soon. How does your schedule look for the rest of the month? Are there any open dates when we can meet?"

"I hope to hear from you soon and am looking forward to connecting!"

**Asks if they could come over to your house.**

If you prefer not to have your mentees over to your home you might say something like: "We might consider doing that later, thanks for suggesting it! For now, I'd like to continue meeting on campus if that's OK?" If you are comfortable have your mentees over, guides are welcome to host students in their home for a meal or other activity.

**Asks you a very personal question.**

"I'd prefer to keep that topic off limits between us."

**Asks you to take care of setting up his/her spring class schedule.**

"I'm glad you're excited for your second semester at K-State and I know enrolling for the first time on your own can be a bit tricky. Have you met with your academic advisor? I am happy to provide some assistance but an advisor is the best person to make sure you are enrolling in the right classes for your major. Also, an advisor can provide you with helpful instructions about the online enrollment process. Do you know how to reach your advisor? Can I help you set up a meeting?"

**Calls or texts you at 2 a.m. to talk.**

"Is this an emergency? (If not) I prefer we do our talking during the day" or "Please, no more calls before 9 a.m. and after 9 p.m." Decide what you want your role to be in the case of an emergency, which would be extremely rare if it occurs at all.

**Tells you about personal struggles he/she has been facing.**

"I'm glad you trusted me enough to share that with me, thank you. You know I care about you, and I want you to find someone who can help you make the next steps related to this concern. Who have you talked to already? Would you be comfortable visiting with \_\_\_\_\_?"

**Gives you a hug.**

If you're comfortable, hug back. If not, you can thank them for the hug and let them know you're not comfortable with hugging for the future.

# SECTION 3:

## Guide Expectations and Communication Guidelines

### Guide Expectations

The GPS program is structured yet flexible. All mentors are asked to meet three basic program expectations:

**3**  
Connect in-person with your mentee(s) a minimum of three times per semester

If possible, attend one GPS sponsored “connect” event over the course of the year

Fill out a brief program survey each semester

For some, these expectations are easily met and sometimes even exceeded. In the fall, 81 percent of the GPS mentee survey respondents reported they had already met their guides three or more times — exceeding the semester program requirements only two months into the school year.

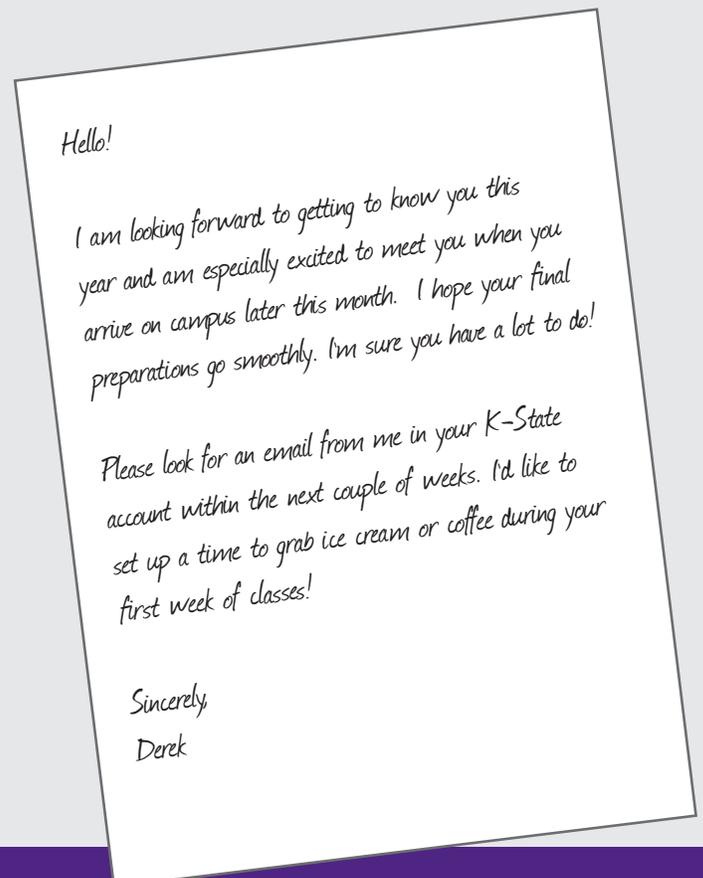
### Pre-Arrival Contact

One of the unique ways that GPS guides connect with their mentee(s) is by contacting them before they arrive on campus. Guides are encouraged to write a handwritten note welcoming their mentee(s) and introducing themselves. You will receive your mentee(s) home address when their profile information is sent to you, and can even request a K-State postcard from the program coordinator.

This initial contact helps to keep the program personal and invites students into a comfortable environment right off the bat. Your mentee(s) will be excited to hear from you and your note will surely calm the anxiety that many experience prior to their arrival on campus.

All personal notes should be sent by the first or second week of August to ensure that students receive them before their move to Manhattan.

Here is an example of text you might consider including in your mentee personal note(s):



## First In-Person Meeting

The first in-person meeting is very exciting. If you are available to attend the first “connect” event, we welcome you to meet your mentee there for the first time. Guides are also highly encouraged to set up an informal meeting on campus with their mentees during the first week of school. Connecting at the beginning of the year will make all the difference to your students.

A good tip for navigating the first meeting is to ask questions. At this point you’ve ideally sent a handwritten note and maybe an email or two, but this is the time to really start getting to know each other. Ask about family, friends, classes, living situations — things that will really help you get to know them and keep the conversation going.

Also, remember that the first meeting is a great time to set up boundaries and establish a communication plan for the semester. Here are some ideas for points to cover in the first conversation:



Don't forget to let your mentee(s) ask you questions. Allowing them to get to know you at the beginning can really put them at ease.

### Get-to-know-you questions:

Tell me about your move to campus! Who have you met? What activities have you found?

How do you feel about your course schedule? Have you found your classes?

How are you planning to be involved on campus?

### Logistical concerns:

How would you like to schedule meetings in the future?

How often would you like to meet?

Do you want to meet here again or would you like to try somewhere new?

## SECTION 4: Connecting with GPS

### GPS Connect Events

The GPS program offers exciting monthly “connect” events. These events are typically free or very low cost, accessible/schedule-friendly and specialized to offer both you and our students a VIP experience. In the past, some connect events have included:

- Reserved seats at a women’s basketball game with a pre-game discussion hosted by K-State’s athletics director.
- A holiday reception and concert at McCain Auditorium with a tour of the orchestra pit and meeting with the conductor.
- An evening of donuts, board games and ping-pong at Varsity Donuts in Aggieville.
- An outdoor lunch event with improv entertainment.

Attendance at connect events is not required but encouraged as events work with your schedule. Additionally, guides and mentees can attend these events independent of their GPS counterpart if schedules do not align for both individuals to attend. Connect events are great opportunities to meet with mentees in a fun, interactive environment. These events also allow mentees to mingle and get to know new people to add to their professional network. These events will be advertised through email, so be sure to check your inbox regularly for upcoming connect events. Information is also posted to the GPS Facebook page: [facebook.com/ksugps](https://facebook.com/ksugps).

*“The GPS program organizes fun events that offer me a chance to catch up with my mentees at locations on campus that I might not otherwise carve out time to visit. Getting to know the students and getting to know K-State’s amenities makes being a GPS mentor doubly rewarding.”*  
—Sarah Hoyt, GPS Guide



## Connecting On and Off Campus

There are many different ways to connect with mentees both on and off campus. The GPS program leaves plenty of room for your interests and ingenuity. In the past, guides have met with mentees on campus by:

- Enjoying lunch in the residence halls.
- Talking at a coffee shop.
- Going bowling in the Student Union.
- Attending a UPC weekend film.
- Visiting the Beach Museum of Art.

In addition to connecting on campus, you might want to venture off campus with your mentees. In the past, guides have met with their mentees off campus by:

- Going ice skating in City Park.
- Hiking the Konza Prairie.
- Visiting area museums.
- Trying different local restaurants.
- Shopping at the local farmers market.

These are just a few examples of the many ways that guides and mentees can connect on and off campus. Mentors can choose meeting locations and events that fit their comfort level, remembering to always ask mentees what their preferences are. Also, the GPS program does not want guides to spend an excessive amount of money on these connect sessions. The program will update you with events and deals around town on the GPS Facebook page ( [facebook.com/ksugps](https://facebook.com/ksugps) ). Have fun connecting and send your stories and photos to [gps@k-state.edu](mailto:gps@k-state.edu)!

## Conversation Points throughout the Year

Great guides are willing to talk with mentees about their experiences, goals and projects. Although there are many things going on in the lives of first-year students, some experiences will be more common at different points in the semester. We've included a list of talking points that are relevant to specific times throughout a student's first year at K-State.

### 1

## August

First-year students might be experiencing several transition points that can drive conversation. In addition to the questions included in the first meeting section, you may discuss some of the following:

- How are your roommates (if you have any)? Are you living on or off campus?
- Week of Welcome: Have you gone to any events during Week of Welcome? (Week of Welcome events can be found online at [wow.k-state.edu](http://wow.k-state.edu))
- If you're interested in exploring additional ways to get involved on campus you might consider attending the activities carnival. Information can be found at [k-state.edu/osas](http://k-state.edu/osas)
- Classes: What do you think about your classes so far? Which classes are you most excited about? Nervous about? Do you know about the tutoring resources on campus? (For more ideas, take a look at our list of K-State resources at the end of this document.)

As a mentor, you can use this information by asking specific questions about experiences common to many mentees. Mentees might want to talk about the experience of having a roommate, leaving their homes, or having college-level classes. You can tailor your questions to these points, which will help your mentee share his or her experiences and keep the conversation flowing.

## 2

### October

First-year students are finally settling into their academic routine. Some transition points and follow up questions might include:

- Mid-term exams: How has your studying been going? Do you feel confident about your classes so far? Are your study habits working for you?
- Examining a chosen major: Do you feel a draw toward any of your classes? What subject do you find most interesting? What are you excited to learn more about?
- Time management: How have you been balancing school and friends? What about keeping in touch with family members?
- Spring enrollment: Students will meet with their advisors to set their spring course schedule in October.

Knowing that many first-year students are experiencing these transition points in October, guides can focus conversations on study habits, making new friends and academic goals. Although some mentees will be struggling through some of these transitions, others will be experiencing success. Gauge the reactions of your mentee(s) and if you feel that a mentee might need some extra help, you can refer him or her to one of the resource offices on campus.

## 3

### December

As the fall semester comes to an end, many first-year students will be experiencing these important transition points in their academic careers:

- Final exams: How are you feeling about your exams? Which classes are you most worried/excited about? How has studying been going? What's your favorite study spot? Are any of your classmates forming study groups?
- Winter break: What are your plans for winter break? Will you be working over break? What are some of the things you are excited to do? What will you miss over break?
- Spring course selection: Do you know what classes you'll be taking in the spring? What classes are you most excited to take? Are you trying to decide between several classes? Do you know any of the professors in your spring classes?

Mentors might use these transition events as talking points, focusing conversations on break activities, family, exams or time management. However, note that if your mentee responds slowly to your emails around this time, it's helpful to remember that they are experiencing the stress of studying for final exams. Mentors should be sensitive to this by asking mentees about their time constraints.

## 4

### January

After a month away from campus, many students experience a fairly significant transition when they return for the spring semester. Talking points for your reconnecting in mid-late January might include:

- Winter break reflections: Follow-up to their answers from your December connect. How was your break? Were you able to reconnect with family and friends from high school?
- Fall academic reflections: Last time we saw each other was before finals week — how did things turn out? Were you pleased with your final grades?
- Readjusting to campus: Have you settled back into your living environment? How are things with your roommate so far this semester? Did you make any changes to your class schedule over break? How are you feeling, overall, about your spring semester?

## 5

### March

Similar to October, March marks the halfway point of the semester and things tend to be very busy for students and staff alike. In addition to the October check-in conversation points, questions to ask might include:

- Spring break: What are your plans for spring break?
- Summer plans: Are you starting to think about summer? Do you plan to go home? What about a job or internship?
- Keeping in touch with family: Have you been able to go home lately or has your family made a trip here to see you?

## 6

### May

Students are gearing up for the second finals week of college. Many will be feeling more prepared than they were when you talked to them in December. Some questions will remain pertinent. Additional discussions might include questions like:

- Summer plans: What are your summer plans?
- Fall course schedule: Have you finalized your class schedule for the fall? Will you be taking any summer classes?
- Campus involvement: Have you thought about new and different ways you might be interested in getting involved on campus in the fall?

This is also a good time to talk about what your relationship might look like for the next year. For some, keeping in touch via email works best. Others have continued meeting in person throughout their student's sophomore and even junior years of college. Talking about these boundaries and expectations will help leave things on a comfortable note for everyone!

## What If...?

In addition to the examples of boundaries included in an earlier section, there are several common questions and experiences that guides have encountered in the past. Examples of these situations and how you might go about handling them are as follows:

### **My mentee isn't responding to my communications.**

Some mentees sign up for the GPS program in the summer when they are nervous about school. After getting to campus and settling in, they no longer feel the need for a mentor. Although this is unfortunate because mentoring is useful for both students in need of assistance and those who are not, there are several ways you can respond. First, use concerted effort within the first couple of months of the school year to reach your student. Second, inform the GPS program directly. The coordinator is also able and willing to reach out to the student to gauge his/her interest in staying involved with the program. If your mentee responds and lets you or the program know that he/she no longer would like to be involved, the GPS program will mark the student's records accordingly and you will not be asked to continue trying to correspond.

### **My mentee doesn't need/want to meet up because everything is going well for him/her.**

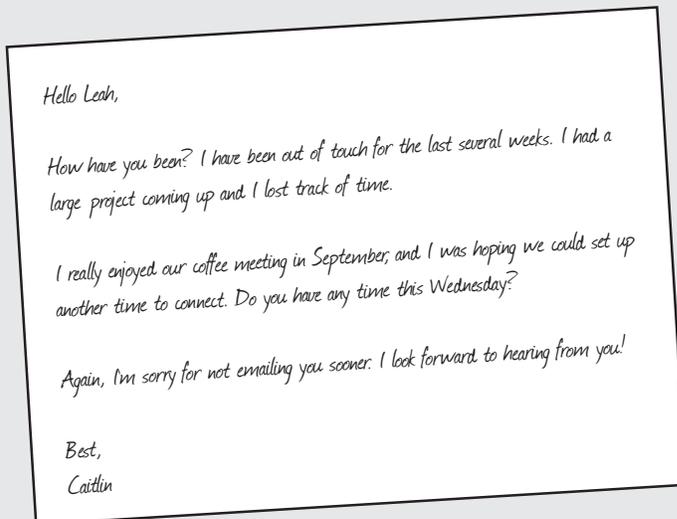
Some mentees feel as though mentoring is necessary only when they are struggling. Mentoring can be extremely useful for students who are not struggling, simply having the chance to connect and talk with a professional on campus helps students to expand their networks. You might mention these benefits in your correspondence. If your student continues to not want to meet, however, contact the program coordinator.

### **I'm not sure if I'm connecting well with my mentee.**

In any relationship people may feel insecure or unsure about their standing. Because guides may feel responsible for their mentee(s) experience in the program, it is easy to feel as though mentees are not having a positive connection. If you feel this way, try and step back and examine the relationship. Is your mentee naturally shy or quiet? If so, their quiet demeanor may have nothing to do with you. In addition, mentees might feel uncomfortable talking openly to a seasoned professional. By listening attentively, you might help them overcome this fear. If, after further consideration, your fears are not allayed, try speaking with the program coordinator. This will help you work through your concerns with someone experienced in the program.

### **I haven't contacted my mentee in a while and I don't know how to reopen the lines of communication.**

It happens. Everyone gets busy and suddenly looks at their calendar and realizes that half a semester has disappeared. Although it is useful to set up a reminder system, it is of course possible to forget. If this does happen, send your mentee(s) an email or give him/her a call as soon as you remember. Start off by apologizing for your absence and explaining your reasons for forgetting. Then try to repair the relationship by making plans for a meeting. Your correspondence may look similar to this:



### **My co-worker seems to be having a great GPS experience and has a strong bond with her mentees, and I feel like I'm not as good a mentor.**

Although it is natural to compare your experience with your peers, remember that every mentor-mentee relationship is different. Perhaps your mentees need a different kind of support than the mentees of your peer. Try reading the section of this guide titled "Mentor as a..." There are different kinds of guides, and you might be a different kind of mentor than your peer. All of the different mentoring approaches contribute to the experience of mentees, albeit in different ways. All mentees don't need to have the same experience to have a positive experience.

### **I am unable to remain committed to the program due to unforeseen circumstances.**

Some guides sign up for the program and find that an unforeseen obligation results in their inability to continue in the program. Although this is disappointing, it is understandable. If this occurs, contact the program coordinator right away. She will ensure that your mentee(s) gain a new mentor and therefore still have a positive experience.



### Does email count as connecting, or do we have to meet in person?

The GPS Program encourages guides to remain regular contact with students through written or verbal correspondence; however, the overall goal is that guides will meet with their mentee(s) at least three times in person. These in-person meetings give guides and mentees an opportunity to get to know each other through conversation, something that email and other forms of communication lack.

### My student needs to talk to someone with experience in a specific area that I am not qualified to assist in.

Many guides support their mentees by directing them to relevant services on campus. Although there are many situations where you might need to direct your mentee to services on campus, here are three commonly used services:

1. K-State's One Stop website, [k-state.edu/onestop](http://k-state.edu/onestop), has a full list of resources that your mentee might find useful.
2. The Office of Student Life, [k-state.edu/](http://k-state.edu/)

## SECTION 5: Impact of GPS

Professional interaction and personalized support help first-year students in all aspects of their lives. Mentoring in the GPS program contributes to higher levels of engagement in other areas of the university. Mentors provide intellectual challenges, which engage students in critical thinking outside of the classroom, as well as personalized support. This support helps students find the help they need to be successful in college. Some mentees have even found campus jobs based on recommendations and advice from guides.

There are different levels of success due to the individual nature of every mentor-mentee relationship. Some mentees find big successes and others experience many small successes over the course of a semester. Mentors will realize that the recommendation to the Academic Resource Center helped their mentee pull through in a tough class, while others will find that simply listening to their mentee gives them a time to work through tough problems. Each of these moments counts as a success, even though they are unable to be formally quantified.

**Thank you,** again, for your willingness to serve as a guide for the GPS first-year mentoring program. Your participation will have an impact on the lives of the first-year students you encounter through this program!

## SECTION 6: Works Consulted

The ASHA Gathering Place. (2004). "ASHA Gathering Place Mentoring Manual." Retrieved from <http://www.asha.org/uploadedFiles/students/gatheringplace/MentoringManual.pdf>

George Washington University. (2009). "George Washington GPS Manual." Retrieved from <http://gwired.gwu.edu/gps/ForGuides/GPSManual>

Elmore, Tim, and John Maxwell. (2004). "LifeGiving Mentors. Growing Leaders."

University of South Florida. (2012). "Mentor Training Manual." Retrieved from [http://www.mentoring.usf.edu/attachments/article/48/Faculty\\_StaffMentorTrainingManual\\_Web.pdf](http://www.mentoring.usf.edu/attachments/article/48/Faculty_StaffMentorTrainingManual_Web.pdf)