THANK YOU!

To our peer mentors, the Multicultural Center would like to extend our sincerest thanks to you for offering your time to support our new students in the Community Connections program. We know you will likely be extremely busy this semester, but we appreciate you for taking time to work with a new Georgia State student. We want this mentorship to be a one-on-one opportunity to welcome a group of students to the university, so they can have some personalized guidance through this new experience. Please share your GSU experience with them and encourage them to grow and learn as much as they can while you are here. We have provided this manual as a resource guide to help you during your work with your mentee. There is an explanation of the program requirements as well as handouts to help you support the growth and development of your mentee. However, if you have any additional questions, don’t hesitate to reach out and contact us.

Sincerely,

Multicultural Center Staff

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“One of the greatest values of mentors is the ability to see ahead what others cannot see and to help them navigate a course to their destination.” — John C. Maxwell
ABOUT COMMUNITY CONNECTIONS

Summary

The Community Connections Mentoring Initiative (C²) is an opportunity for students to connect with each other, meet university faculty and staff, discuss topics, share ideas and build a culture of care at Georgia State University. This will also be a space for students to discuss strategies for success and ways to impact their cultural community at Georgia State University. Formerly known as Community Hours, the program is a year-long commitment to taking part in a shared experience of Community Connections (C²).

Program Goals and Objectives

- Teach students about the academic resources and support services available on campus
- Develop multicultural competence
- Enhance academic and personal/life skills
- Promote their involvement in campus organizations and activities
- Build lasting leadership skills

Student Learning Outcomes

- Students who participate in programs will demonstrate multicultural competence through their ability to navigate intersecting identities, connecting their purpose with personal and academic goals
- Students who utilize the Multicultural Center will be able to identify a sense of belonging within the university community, connecting their purpose with personal and academic goals

Program Requirements

- Attend monthly C² workshops in Multicultural Center
- Attend spring retreat in January 2019
- Monthly 1:1 meeting with each mentor
- Attend monthly events within the GSU/Atlanta community

“Mentoring is a gift that is shared. It is a relationship that enables purposeful conversation. The conversation assists the mentee to reflect on their own experience, make informed decisions and act upon the ideas that are generated.” - Ann Rolfe
MENTOR EXPECTATIONS

Overview

We want mentors to serve as guides for students to navigate their first year at Georgia State. We ask that you meet with them regularly to get to know their interests and goals and help them learn about the resources and opportunities to fulfill those goals. Ultimately, we recognize that the success of a first-year student is heavily influenced by the degree to which they feel connected to the institution and that they matter to the campus culture. Your role as a mentor will help them develop their network and find spaces that value their perspective. We ask that you utilize the following resources (as well as others you deem helpful) to prioritize their growth and development.

Meetings with Students

- Meet with students monthly beginning in September
- Each meeting should last about one hour
- Discuss students’ list of goals
- Monitor progress on program goals and learning outcomes (see mentor resources)

Between Meetings

- Evaluate and reflect on student growth
- Complete feedback form twice a semester (see mentor resources, pg. 9)
- Brief check-ins/notes of encouragement
  - Midterms (October and March)
  - Finals (December and May)
  - Self-Care (November and April)
  - Try new things (September and February)

Goal Planning and Progress

- Identify areas where students want to improve
- Complete goal handout (see mentor resources)
- Set dates for goal progress and attainment
- Hold student accountable for goal achievement
  - Check in on progress
  - Ask about areas of ease and obstacles
  - Talk about to capitalize on successes
  - Develop strategies to work through challenges
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of GSU</td>
<td>Tuesday, August 28</td>
<td>1-2pm</td>
</tr>
<tr>
<td>Career Services</td>
<td>Thursday, September 13</td>
<td>1-2pm</td>
</tr>
<tr>
<td>Latinx and Hispanic Identities</td>
<td>Tuesday, September 25</td>
<td>1-2pm</td>
</tr>
<tr>
<td>Student Financial Services</td>
<td>Tuesday, October 9</td>
<td>1-2pm</td>
</tr>
<tr>
<td>LGBTQIQQA</td>
<td>Tuesday, October 23</td>
<td>1-2pm</td>
</tr>
<tr>
<td>Counseling and Testing Center</td>
<td>Tuesday, November 6</td>
<td>1-2pm</td>
</tr>
<tr>
<td>Native American and Indigenous Identities</td>
<td>Thursday, November 29</td>
<td>1-2pm</td>
</tr>
<tr>
<td>Office Civic of Engagement</td>
<td>Tuesday, January 15</td>
<td>2-3pm</td>
</tr>
<tr>
<td>Spring Retreat</td>
<td>Friday, January 18</td>
<td>12-4pm</td>
</tr>
<tr>
<td>(Dis)Ability</td>
<td>Tuesday, January 29</td>
<td>1-2pm</td>
</tr>
<tr>
<td>Atlanta Exploration</td>
<td>Friday, February 8</td>
<td>11-2pm</td>
</tr>
<tr>
<td>Office of International Initiatives</td>
<td>Tuesday, February 12</td>
<td>1-2pm</td>
</tr>
<tr>
<td>Black, African, and African-American Identities</td>
<td>Tuesday, February 26</td>
<td>1-2pm</td>
</tr>
<tr>
<td>University Housing</td>
<td>Tuesday, March 12</td>
<td>1-2pm</td>
</tr>
<tr>
<td>Women and Femme Identities</td>
<td>Tuesday, March 26</td>
<td>1-2pm</td>
</tr>
<tr>
<td>Team Leader Info Session</td>
<td>Tuesday, April 2</td>
<td>4-5pm</td>
</tr>
<tr>
<td>Student Advocacy and Outreach</td>
<td>Thursday, April 11</td>
<td>1-2pm</td>
</tr>
</tbody>
</table>

**CONTACT INFORMATION**

**Multicultural Center Contact**

Main Office  
Atlanta Campus  
Student Center East, Room 206  
404-413-1584  
Twitter: @MultiYouGSU  
Instagram: @MultiYouGSU

LaToya Harden  
C² Program Coordinator  
Student Affairs Advisor II  
Community Building and Student Achievement  
lharden1@gsu.edu

Alexis Weathers  
UAP Student  
aweathers4@student.gsu.edu
MENTOR RESOURCES

Mentor/Advising Style

- Develop a mentor/advising philosophy and mission
- Suggestions:
  - Prioritize with meaningful interactions with mentees
    - Challenge and support
    - Push in teachable moments
    - Offer different perspectives of thought
    - Attend events they are a part of
    - Connect by sharing
    - Facilitate trust by listening
    - Promote growth
  - Walk through the process to utilize resources

Mentor Requirement Checklist

- Meet with each mentor monthly
- Attend monthly enrichment session at Multicultural Center
- Attend workshop/performance/community service/cultural engagement program

Goal Planning Worksheets

- Utilize some of the handouts provided to help the students develop their own set of goals that can be academic, professional, and personal
- This activity should help them tangibly describe how they want to pursue growth and progress in their life
- Help the student keep track of the action items and dates they chose so they can reach their goals

Suggested Discussion Topics

- Life at GSU: navigating landscape, building network
- Mentor life experiences (academic and professional)
- Current Events: discuss from political and social justice perspective
- Highs, lows, and questions since last meeting
- Other conversation starters:
  - Complete Book of Questions

Feedback Rubric

- Please complete this rubric after each one-on-one meeting with the student
- Use the results to help the student advance toward program goal attainment
Developing a Mentoring Philosophy

If you were giving advice to a fellow researcher on how to be an effective mentor, what would you tell that person? If they ask how to do each item you mention, what would you say? Your answer would form the foundation of your “mentoring philosophy.”

What is a Mentoring Philosophy?
Your mentoring philosophy is a statement that explains and justifies the way you approach personal and professional relationships with students as you guide their development into professionals.

Imagine that you are applying for a position that requires mentoring students and are then asked to describe your approach to mentoring and provide a specific example of effective mentoring.

How would you respond?

- Identifying students’ goals
- Evaluating students’ understanding
- Evaluating students’ talents and building on them
- Developing a relationship founded on mutual respect
- Given students' ownership of their work and promoting accountability
- Sharing your own experience
- Creating an interactive research environment
- Identifying what motivates each student
- Balancing belief with action and experience
- Creating a safe environment in which students feel that is acceptable to fail and learn from their mistakes
- Encouraging growth through challenges
- Promoting learning through inquiry
- Walking experimental avenues together

*Entering Mentoring, 87-88.*

Visit [www.scholardevelopment.okstate.edu](http://www.scholardevelopment.okstate.edu) for full mentoring resources
## PROGRAM GOAL CHECKLIST

<table>
<thead>
<tr>
<th>Item</th>
<th>Complete (Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learn about the academic resources and support services available</strong></td>
<td></td>
</tr>
<tr>
<td>• Meet with peer and faculty/staff mentor monthly*</td>
<td></td>
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<tr>
<td>• Visit GSU offices that provide academic support</td>
<td></td>
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<tr>
<td>• Connect with staff person from each service you utilize</td>
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<tr>
<td>• Recommend resources to friend</td>
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<tr>
<td><strong>Develop multicultural competence</strong></td>
<td></td>
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<tr>
<td>• Attend monthly C² enrichment workshop*</td>
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<tr>
<td>• Attend Multicultural Center Pop Talks and other GSU/ATL community programs focused on multiculturalism</td>
<td></td>
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<tr>
<td>• Stay up to date with current events related to social issues</td>
<td></td>
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<tr>
<td>• Evaluate news sources for legitimacy, accuracy, and bias</td>
<td></td>
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<tr>
<td>• Participate in discussions regarding multiculturalism and social issues</td>
<td></td>
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<tr>
<td><strong>Enhance academic skills</strong></td>
<td></td>
</tr>
<tr>
<td>• Describe academic strengths and weaknesses</td>
<td></td>
</tr>
<tr>
<td>• Create plan to develop academic skills</td>
<td></td>
</tr>
<tr>
<td>• Update skill development plan based on academic growth</td>
<td></td>
</tr>
<tr>
<td><strong>Enhance personal/life skills</strong></td>
<td></td>
</tr>
<tr>
<td>• Describe personal and professional skills that need to be learned or enhanced</td>
<td></td>
</tr>
<tr>
<td>• Create plan to attain personal and professional goals</td>
<td></td>
</tr>
<tr>
<td>• Update skill development plan based on personal and professional growth</td>
<td></td>
</tr>
<tr>
<td><strong>Involvement in campus organizations and activities</strong></td>
<td></td>
</tr>
<tr>
<td>• Regularly attend events or meetings of student organizations</td>
<td></td>
</tr>
<tr>
<td>• Select one or two organizations to apply for/join their leadership team</td>
<td></td>
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<tr>
<td><strong>Build leadership skills</strong></td>
<td></td>
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<tr>
<td>• Develop a working definition of leadership and how to identify it</td>
<td></td>
</tr>
<tr>
<td>• Practice leadership within academic and/or social settings</td>
<td></td>
</tr>
</tbody>
</table>

* Indicates program requirement
1. MAKE A WISH LIST

Set a timer for five minutes. For the next five minutes, imagine that this piece of paper is magical; whatever you write in it will come true within the designated time frame. Think of it as a wish list describing your ideal life. Ask yourself,

"IF I COULD BE ANYTHING, DO ANYTHING, OR HAVE ANYTHING, WHAT WOULD IT BE?"

Write every single thing that comes to mind and be as specific as possible. Lastly, do not feel the need to be realistic or justify your dreams. Just write.

READY. SET. GO.

2. PRIORITIZE

Time's up! Now set the timer for 1 minute. Go back and for each of the four sections, circle one goal that would have the MOST positive impact on your life.

READY. SET. GO.

These are the four goals that you are going to prioritize. Think of them as the most important destinations in your life right now. Now we are going to create a Passion Plan to map out how to get there. A Passion Plan is a mind map that visually breaks down your goals into steps that are specific, actionable, measurable, and time sensitive.
3. CREATE YOUR FIRST PASSION PLAN

Your Passion GameChanger is the goal that would have the most positive impact on your life right now. Write this goal down in the blank box below. If you are unsure of what to write, simply write the goal circled under your three month section. Set your timer for five minutes. Write down as many necessary steps you must take or tasks you must complete to get you to your goal; the more detailed the better. Connect each step to the middle box with a line (see example).

EXAMPLE

Complete my first Passion RoadMap
- Today

MY GAMECHANGER

DUE DATE:

4. ADD SPECIFICS

Assign due dates for each of these tasks by estimating the amount of time needed to complete them. Be specific and be sure to indicate how much, how many, or by when.

5. CREATE A TIMELINE

Look over each task and write the number “1” next to the one that must be completed first. Add a number “2” next to the second task, and so on until all tasks are numbered.

6. MAKE A DATE

Now write these tasks in the corresponding due dates in your weekly layout. Throughout the year, use these as checkpoints to keep you on track.

7. WORK AT IT!

For this goal, strive to do at least one productive thing every day before 10 AM to get you closer to your goal. Consistency is key; if you skip a day, be sure to make up for it the next day.

8. REPEAT

Repeat this process for as many goals as you’d like.

EXTRA CREDIT

Find a follow-up buddy to check in with you and help you stay accountable for your goals. Cross out “Lifetime”, “3 Years”, “1 Year” and “3 months” and replace them with “5 YEARS”, “3 YEARS”, “3 MONTHS” and “1 MONTH” respectively. Now challenge yourself to meet those deadlines.

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Visit www.passionplanner.com for full planning experience
## G.R.O.W. Model of Mentorship-Plan Sheet

<table>
<thead>
<tr>
<th>G.R.O.W. Model</th>
<th>Mentee Actions Items</th>
<th>Mentor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>• Desired outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ideal products of mentorship experience</td>
<td></td>
</tr>
<tr>
<td><strong>Reality</strong></td>
<td>• Current situation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Obstacles to overcome</td>
<td></td>
</tr>
<tr>
<td><strong>Opportunities/Options</strong></td>
<td>• What can be an advantage</td>
<td>Mentor Recommended Resources:</td>
</tr>
<tr>
<td></td>
<td>• Where is the chance for improvement?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tools for success</td>
<td></td>
</tr>
<tr>
<td><strong>Will/Way Forward</strong></td>
<td>• Action plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Outcomes</td>
<td></td>
</tr>
<tr>
<td><strong>Check-In Dates</strong></td>
<td>(Next Meetings)</td>
<td>Markers of Success:</td>
</tr>
</tbody>
</table>

RESPONSIBILITY MODEL

Stimulus

Choice

Victim

Victor

Stimulus
- Blaming
- Complaining
- Excusing
- Repeating Behavior

Stimulus
- Seeking Solutions
- Taking Action
- Doing Something New

Stimulus
- Seldom achieves goals

Stimulus
- Often achieves goals
INNER VOICES

The world of self-criticism on the one side and judgement toward others on the other side is a major part of the dance of life.

–Hal Stone, PhD & Sidra Stone, PhD Clinical Psychologists

The critical inner voices is defined as a well-integrated pattern of negative thoughts toward one’s self and others that is at the root of an individual’s maladaptive behavior. –Lisa Firestone, PhD Clinical Psychologist

INNER CRITIC: The Inner Critic judges us. It blames us, complains about us, demeans us. This voice often sounds like a recording of critical parents or other judgmental adults we have known. Its positive intention seems to be protecting us from attack from the outside. Through constant self-criticism, the Inner Critic hopes to perfect our actions, thoughts, and feelings to meet the approval of others and thus avoid their displeasure and possible punishment.

INNER DEFENDER: The Inner Defender judges others. It blames others, complains about them, demeans them. This voice often sounds much like a scared, confused little child backed into a dangerous corner. Its positive intention seems to be fending off criticism and punishment from powerful others. As such, the Inner Defender becomes a master of the preemptive strike.

VICTOR VOICES

INNER GUIDE: The Inner Guide offers an objective and wise perspective about ourselves and others. It neither demeans nor attacks. Instead, the Inner Guide observes the events in a Victor’s life, asking simply: Am I on or off course? If I’m off course, how can I best get back on course? Our Inner Guides tell us the absolute truth (as best as we can know it at that moment), allowing us to be more fully conscious of the world, other people, and especially ourselves.

WHEN LIFE COMES CALLING, WHICH INNER VOICE WILL I RESPOND WITH? IT’S MY CHOICE.
## The Language of Responsibility

<table>
<thead>
<tr>
<th>VICTIM LANGUAGE</th>
<th>VICTOR LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victims believe that their outcomes and experiences are determined by forces beyond their control, such as powerful others and luck. They believe they are merely pawns in the chess game of life. Their language is characterized by blaming, complaining, and excusing.</td>
<td>Creators believe that their outcomes and experiences are the natural consequences of their choices. They believe they are chess masters who create, promote, or allow all that happens in their lives. Their language is characterized by ownership and a plan.</td>
</tr>
</tbody>
</table>

1. If they’d do something about the parking on campus, I would be late so often.

2. I’m failing my online class because the site is impossible to navigate.

3. I’m too shy to ask questions in class even when I’m confused.

4. She’s a lousy instructor. That’s why I failed the first test.

5. I hate group projects because people are lazy, and I always end up doing most of the work.

6. I wish I could write better, but I just can’t.

7. My friend got me so angry, but I can’t even study for the exam.

8. I’ll try to do my best this semester.

9. The financial aid form is too complicated to fill out.

10. I work nights, so I didn’t have time to do the assignment.

11. Write your own:

12. Write your own:

13. Write your own:
My Inner Critic

You are a loser. You can't do that. What are you thinking?

My Inner Guide

Hey buddy, I want to help you. Will you listen to me for a minute?
FOUR WAYS TO DISPUTE YOUR INNER CRITIC

The Inner Critic, on an inner level, is the source of low self-esteem. How can you possibly feel good about yourself when you have a voice inside of you that is telling you nonstop what is wrong?

—Hal Stone, Ph.D., Clinical Psychologists

Self-esteem can be defined as the state that exists when you are not arbitrarily haranguing and abusing yourself but choose to fight back against those automatic thoughts with meaningful rational responses.

—David Burns, M.D.

1. **Offer evidence that your self-criticism is incorrect.**

   **Inner Critic:** I’ll never pass this college math course…I’m terrible in math.
   **Disputation:** That’s factually wrong. The truth is I had a B average in high school math, and my math SAT scores were 550. I know I have what it takes to understand college math.

2. **Offer a positive explanation of the self-criticism.**

   **Inner Critic:** I’ve been in college for five weeks, and I haven’t made any new friends just like always.
   **Disputation:** Given how hard all of my courses are, that’s a good thing. I see other students failing their courses because all they do is hang out in the cafeteria with new friends. For now, I’ll put my time into studying and get a really solid GPA. When I do start making friends, they’ll be the kind who want to be a success in college like I do.

3. **Question the importance of the self-criticism.**

   **Inner Critic:** When I give my first speech in Speech 101, I’ll be so nervous that I’m bound to mess up. Then everyone’s going to be laughing behind my back.
   **Disputation:** Even if it’s true, so what? I may be nervous, but I’ll do the best job I can. This is the first speech I’ve ever given, and I plan to learn as much from experience as I can. Five years after I graduate, it won’t matter whether I was nervous during the speech or even whether someone laughed.

4. **Acknowledge truth in the self-criticism and create a plan to solve the problem.**

   **Inner Critic:** I’m doing terrible in my classes. I guess I’m just not college material.
   **Disputation:** It’s true my GPA is low, but I’ll fix it. From now on I’m going to attend classes regularly and review my notes before every test. If that doesn’t work, I’ll keep revising my plan until I have at least a 3.0 average. I am college material!

**When Self-Criticism is False:**  
*That’s factually wrong.* (Provide Contradictory EVIDENCE.)

**When Self-Criticism is True:**  
*That’s true, and it’s good.* (REFRAME—find the positive.)

*Even if it’s true, so what?* (Put into PERSPECTIVE.)

*It’s true, but I’ll fix it.* (Create a PLAN.)
<table>
<thead>
<tr>
<th><strong>COMMUNITY CONNECTIONS MENTEE FEEDBACK FORM</strong></th>
<th><strong>Poor</strong></th>
<th><strong>Good</strong></th>
<th><strong>Strong</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learn about the academic resources available on campus</strong></td>
<td>Unaware of any academic resources or support services on campus</td>
<td>Knows where to get academic resources or support services if needed</td>
<td>Takes advantage of resources and is able to recommend them to peers</td>
</tr>
<tr>
<td><strong>Develop multicultural competence</strong></td>
<td>Unaware of current events related to multicultural issues</td>
<td>Can list or describe current events related to multicultural issues</td>
<td>Can critically analyze current events and identify biases in news sources discussing said events</td>
</tr>
<tr>
<td></td>
<td>Unable to participate in a conversation about social inequities</td>
<td>Able to share perspective and listen during conversations about social inequities</td>
<td>Willing to start conversations about social inequities, share opinions, and learn about different viewpoints</td>
</tr>
<tr>
<td></td>
<td>Has not attended any events regarding multiculturalism</td>
<td>Has attend 2-3 multicultural related programs each semester</td>
<td>Has attend four or more programs and also planned one or more events regarding multiculturalism</td>
</tr>
<tr>
<td><strong>Enhance academic skills</strong></td>
<td>Unaware of academic strengths and weaknesses</td>
<td>Aware of academic strengths and weaknesses</td>
<td>Can discuss the source of strengths and weaknesses</td>
</tr>
<tr>
<td></td>
<td>Has not made an effort to improve academic skills</td>
<td>Has made small attempts to improve academic skills</td>
<td>Has a plan to improve academic skills throughout the year</td>
</tr>
<tr>
<td><strong>Enhance personal/life skills</strong></td>
<td>Unable to define personal and professional goals</td>
<td>Has personal and professional goals, but they are somewhat disjointed</td>
<td>Has personal and professional goals that are interconnected</td>
</tr>
<tr>
<td></td>
<td>Has not made an effort to improve personal/life skills</td>
<td>Has made attempts to improve, but they are not made with long-term intentions</td>
<td>Has a plan complete with goals and deadlines that address areas of growth</td>
</tr>
<tr>
<td><strong>Involvement in campus organizations and activities</strong></td>
<td>Has made little to no attempts to get involved in campus organizations</td>
<td>Has selected one or two organizations to regularly attends meetings</td>
<td>Has selected one or two organizations to join the executive board/team</td>
</tr>
<tr>
<td><strong>Build leadership skills</strong></td>
<td>Unable to provide a definition of leadership</td>
<td>Is able to list examples of leadership</td>
<td>Has a clear definition of leadership and can explain it</td>
</tr>
<tr>
<td></td>
<td>Made little to no attempts to pursue leadership</td>
<td>Seeks leadership roles and experiences</td>
<td>Practices leadership according to personal view/philosophy</td>
</tr>
</tbody>
</table>