



# Mentorship Program Guide and Toolkit

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## CPRA Mentorship Program

The Emerging Leaders Network (ELN) in partnership with the Directors Section, both of the Colorado Parks and Recreation Association (CPRA), has launched a new CPRA Mentorship Program to provide an avenue for support and development of parks and recreation professionals. Through many surveys and evaluations, the ELN has identified the need for a mentorship program. With this task in mind, the CPRA Mentorship Program Committee formulated a list of ideas and asked, *“What can the ELN provide to CPRA members to encourage their continued development as a parks and recreation professional?”* The answer was to develop a program with the primary focus of creating a relationship between the mentor and mentee by way of discussions, assignments, and an evaluation. The program will require an application and acceptance process to better serve both the mentor and mentee through a thoughtful pairing process. This program is intended to help strengthen leadership skills, promote professional development, and improve networks for CPRA members.

### Concept of the ELN Mentorship Program

The program will be called the CPRA Mentorship Program as any member of CPRA will be eligible to participate. The purpose of the program is to provide an avenue for professional development opportunities through attending three CPRA events and two additional meetings with a mentor. The program will consist of six competencies including: Change Management,

Team Building and Engagement, Time Management/Goal Setting, Emotional Intelligence, and Difficult Conversations and Conflict Resolution.

The program is designed to support and encourage all parks and recreation professionals on their journey through fostering development within their current role. The program will provide an avenue for the mentor to compliment the relationship the mentee has with their supervisor. It is not intended to replace any of the formal or informal counseling/mentoring relationships that already exist within or outside a person's place of employment.

### **Oversight of Program**

The program will be managed by the Mentorship Program Committee which will include the Chair-Elect from both the Directors Section and the ELN as well as selected representatives from CPRA. This committee will conduct periodic check-ins with all pairings to ensure the process is meeting the needs of the mentor and the mentee. The committee will be the primary point of contact for mentors and mentees and will be available throughout the program to answer questions and help facilitate any issues that arise.

### **Why apply for the Mentorship Program (Mentee)**

The ELN Mentorship Program will provide the following opportunities for mentees:

- One-on-one relationship with an experienced Colorado Parks and Recreation Professional.
- Opportunity to gain additional insight within their current role as well as identifying opportunities for improvement.
- Familiarize themselves with the Colorado Parks and Recreation Association and how to become more involved.
- Identify short- and long-term professional goals and develop an outline for their career plan.
- Increased awareness of different career opportunities within the parks and recreation field.
- Understand the continued value of networking.
- Obtain CEU's during Lunch and Learns for continuing education.

### **Why apply for the Mentorship Program (Mentor)**

- Contribute to the development of young professionals
- Encourage and provide insight on where and how to get involved
- Give back to the profession
- Grow their network and gain insights from mentees perspective
- Obtain CEU's during Lunch and Learns for continuing education
- Earn Professional Service Experience credits towards CEU's

### **Eligibility**

*Mentees must:*

- Be a current member of the Colorado Parks and Recreation Association
- Have an internship/part-time/full-time role within the Parks and Recreation field
- Participate in CPRA events and educational opportunities

- Commit to attending at least three mandatory meetings and schedule two additional meetings with the mentor at your discretion
- Complete and submit a Mentee Application

*Mentors must:*

- Be a current member of the Colorado Parks and Recreation Association.
- Be willing to commit time to the Mentorship Program.
- Complete and submit a Mentor Application.

**Application Process**

- The application period will close at 5 pm on November 30th.
- Applications will be available on the CPRA website.
- All applications will be reviewed a few weeks following the closing period.
- The committee will review all applications, make appropriate recommendations, and contact all applicants to notify them of the committee's recommendations.

**Curriculum**

- The program will officially launch in January with a virtual meeting to pair mentors and mentees together.
- The program will conclude in the fall of 2025.
- Over the course of the program, mentors and mentees will be expected to participate in 3 organized meetings that will include a mix of professional development, social and virtual events as well as meet twice informally on their own.
- Mentors and mentees will provide feedback throughout as well as at the conclusion of the program.

**Matching Mentors with Mentees**

The Mentorship Program Committee will be matching mentors with mentees based on such factors as: mutual areas of professional interest, schedules, geographic proximity, and application. Interviews or follow-up calls from the committee may occur with mentors or mentees to clarify areas of interest and commitment level of participants.

**Monitoring the Program**

Throughout the program there will be continued check ins with mentors and mentees to ensure the appropriate contact has been established between the pair and to provide support by the Mentorship Program Committee. The committee will meet on a regular basis to share ideas and feedback they have received from participants. At the conclusion of the program, ideas will be reviewed and will be implemented into the program for the following year based on the end of the year evaluation at the discretion of the committee.

## **Roles and Responsibilities**

### **Roles/Responsibilities of Mentor:**

- Exposes mentee to different areas of the industry
- Encourages candor and maintains confidentiality
- Provides feedback regarding mentee's performance, career, etc. (as desired and as appropriate)
- Asks probing questions
- Challenges and supports the mentee
- Actively listens to the mentee
- Avoids the following behaviors: offering advice, criticizing, building barriers, and rescuing

### **Roles/Responsibilities of Mentee:**

- Assumes the majority of the responsibility in ensuring that the program works and meets their expectations
- Initiates discussions and meetings with the mentor
- Reflects upon learning and solicits specific feedback
- Solicits guidance on professional growth
- Seeks feedback on strengths and areas for development

## **Mentorship Timeline**

### *October-December*

- Application process becomes available Oct. 1st
- Promotion at Annual Conference
- Deadline is November 30th at 5:00 PM
- Selection of mentor and mentee within a few weeks of application deadline
- Mentorship Program Committee will establish contact between mentor/mentee
- Directors Section Luncheon to highlight the mentors/mentees
- Initial meeting between the pair to discuss the outline and process moving forward

## **The Mentoring Process**

Pairing → Establish Agreement → Determine Goals → Build Relationship → Evaluation

## APPENDIX A – Mentee Application

### Colorado Parks & Recreation Association Mentorship Program

Please complete the following form as a mentee in the CPRA ELN Mentorship program. Submission guidelines for completed forms can be found on the Mentor Program Guide. Please note: A registration form must be completed before pairing with a mentor.

First & Last Name\*

Phone\*

Email\*

School or Organization\*

Level of Career\*

- Student  
 Professional  
 Middle Management

Major or Degree Earned\*

LinkedIn Profile URL

***In order for your application to be complete, please answer the following questions and supply required documentation (resume and letter of recommendation.)***

1.) Resume Attachment\*

**Please send resume to [deancampos@eaprd.com](mailto:deancampos@eaprd.com)**

Accepted file types: doc, pdf.

2.) Please attach a recommendation letter from someone who knows you well. (This can be from a professor, manager, colleague, CPRA professional, etc.)\*

**Please send the recommendation letter to [deancampos@eaprd.com](mailto:deancampos@eaprd.com)**

Accepted files: doc, pdf.

4.) Have you participated in a mentoring program previously? If so, what worked well? What didn't work well?\*

5.) Why did you get involved with Parks and Recreation? What are you looking to gain from this mentoring experience? On what 2 to 3 areas would you like to focus? (NOTE: You and your mentor will discuss specific goals and success measures). Please explain:\*

- 6.) Please select an area of focus that is most important to you when being paired with a mentor:\*
- Change Management
  - Team Building and Engagement
  - Time Management/Goal Setting
  - Emotional Intelligence
  - Difficult Conversations and Conflict Resolution

7.) Please tell us more about yourself. Why should you be selected for this program?\*

- 8.) Do you have interest in any area outside your current field of work? (ie. Aquatics, parks maintenance, therapeutic recreation, sports, etc.)
- Yes
  - No

If you selected yes, please explain:

9.) How did you learn about this program (i.e. referral, website, etc.)\*

10.) Please indicate any preferences or limitations you may have related to locations for meeting with your mentor. Do you have approval from school, employer, etc.? Please indicate any time-of-day or day-of-week preferences:\*



## APPENDIX B - Mentor/Mentee Agreement

### Purpose of Agreement:

- Establish a working relationship between the mentor and mentee
- Detail expectations, resources, and commitments
- Structure meetings in terms of beginning and end points and any supporting activities

**Mentor:** \_\_\_\_\_ **Best way to contact:** \_\_\_\_\_

**Mentee:** \_\_\_\_\_ **Best way to contact:** \_\_\_\_\_

**Mentoring Start Date:** \_\_\_\_\_ **Mentoring End Date:** \_\_\_\_\_

**Preferred Meeting Days:** \_\_\_\_\_ **Preferred Meeting Times:** \_\_\_\_\_

**Frequency of Meetings (weekly, monthly):** \_\_\_\_\_

\*\* If the scheduled meeting must be changed, we will give at least a(n) \_\_\_\_\_ hour notice if possible. \*\*

**Expected Performance Outcomes** (Describe what the mentee will be able to do as a result of this effort):

**Skills and Knowledge Areas to Develop** (Describe the skills and knowledge areas to be developed):

**Methods/Activities** (Describe methods to be used by the mentor to help the mentee):

**Resources** (List the resources which will be needed – special tools, books, budget, etc.):

**Engagement Evaluation** (How will the mentor and the mentee evaluate the effectiveness of the engagement? Are you meeting enough? Are your expectations being met? Are you learning about and from each other?)

### Confidentiality Agreement

You must trust and be trustworthy, to be trusted. Mentoring partners will share information about one another throughout their relationship. Mentors and Mentees must be clear on the limits they place on the information shared. Establishing clear boundaries is a big step towards building trust and successful Mentor/Mentee relationships. What you discuss will stay between the two of you unless you give each other permission or ask that the information be shared with others.

**Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mentee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## APPENDIX C - Establishing Goals/Action Plan

### Mentee Checklist to Establish Goals.

1. To gain more visibility and exposure within my department/organization.
2. To do my current job more effectively.
3. To build my skills and capabilities for the future.
4. To identify other people whose influence can help me be more successful.
5. To identify contacts who can broaden my industry perspective.
6. To have someone who supports me by listening to my frustrations, fears, successes.
7. To have someone who will advise me and provide feedback about my work.
8. To have someone who can serve in the role of a sounding board for ideas/decisions.
9. To gain more insight about the industry.
10. To find more interesting and challenging work.
11. To be more active and respected in a professional organization.  
and have a greater impact on the community outside my organization.

### Mentee Goal Setting Outline

Complete the area below to set goals for your mentoring relationship. Examine your goals periodically and discuss your progress with your mentor.

**Goal 1** - \_\_\_\_\_

Benefit to you:

Benefit to your program/organization/community:

Potential barriers to success:

Resources/support needed to achieve goal:

How progress will be measured:

**Goal 2** - \_\_\_\_\_

Benefit to you:

Benefit to your program/organization/community:

Potential barriers to success:

Resources/support needed to achieve goal:

How progress will be measured:

**Goal 3** - \_\_\_\_\_

Benefit to you:

Benefit to your program/organization/community:

Potential barriers to success:

Resources/support needed to achieve goal:

How progress will be measured:

## APPENDIX D – Mentorships Resources and Guidelines

### Delivering Feedback and Feed-forward

Let's face it, no one enjoys delivering or receiving feedback because it's just that - feedback. As a part of this program, the mentor will be focused on improvement or feed "forward". How can the mentor help the mentee become an even better professional?

#### Feed-forward:

- Is difficult for both the mentor and mentee although extremely important to supporting continued growth; acknowledge this together as a part of the first meeting
- Can be overwhelming when there is too much; it is best to focus on 1-2 areas  Is a learned skill and it takes time and practice

#### Tips for identifying development opportunities:

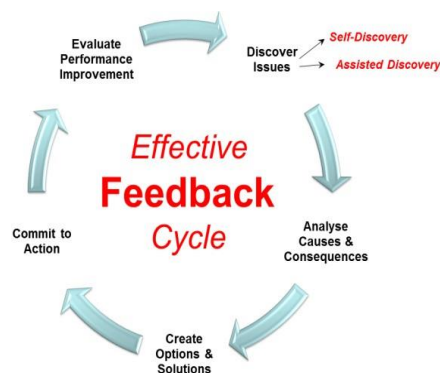
- Ask questions – what mentee thinks/thought about a situation or conversation?
- Ask directly – Do you mind if I share some feed "forward" with you?
- Check in with yourself before delivery – are you in the right state of mind?  Give advanced notice when possible

#### Signs it is not the right time for delivery:

- Defensive body language (no eye contact, arms folded, etc.)
- Expressions of anger or frustration
- Preoccupied and/or distracted
- Indications of impatience or a need to move on to something else (leaving for day, on the way to a meeting, etc.)

#### Feed-forward Models:

- **4 Step Process:** Situation – Impact and Expectation – Input – Follow-up  
<http://www.512solutions.com/blog/4-step-feedback-process>
- **The Feedback Formula:**  
<http://candidculture.com/wpcontent/uploads/2016/02/8StepFeedbackFormula2.pdf>
- **HEAR Model:** <https://vimeo.com/139422529>





## **GROW Check-In and Evaluation Tool**

Use this tool as a guide to ensure you're on track to meeting the goals you've set.

**Goal** – What am I working towards? Where do I want to be? What goals have I set so far? Are there any other goals that have come up since my last meeting?

**Reality** – Where am I now? What is my current reality? What progress have I made?

**Options/Obstacles** – What is standing in the way of where I want to be? What obstacles might I face? What are my options going forward? What are the pros and cons of my options?

**Way Forward** – How can I get from my reality to my goals? What action steps do I need to take? What decisions do I need to make? Do I need to set deadlines or create a timeline for anything? Are there resources I need? How will I measure my progress? How will I stay motivated?



## Discussion Questions and Ideas for Meetings

### Questions for getting to know each other:

- What got you started in the parks and recreation field? How did you land in the position you're in now or with the organization you're with now?
- What career experiences have helped you most in your own professional development? What were the most important lessons learned from these experiences?
- What have mentors done for you and your development? What kinds of mentoring experiences have been most helpful?
- What do you want from this experience?
- What is something you wish someone had told you when you entered the field?
- What does it take to be successful in the park and recreation career?
- How did you first get involved in the CPRA?
- How will you know if the mentoring is working? Not working?
- What do you think about the changes occurring in the industry, in your organization, in your department? What do you see as our biggest challenges for the future?
- What current trends and issues interest you most?
- What big projects are you currently working on?

### Potential topics to discuss throughout the relationship:

- Past experiences in the field/professional world – positive and negative
- Goals – mentor's and mentee's
- Successful people and how they got to where they are □ Change – in the industry, company, department, personal, etc.
- The future – for the organization, industry, etc.
- Leadership – What does it look like? What are the different types?
- Learning – how do you learn best?
- Soft Skills
- Types of Communication
- Facilitation
- Customer Service
- Strategy

### Potential activities to engage in throughout the relationship:

- Collaborating on a project
- Attending an industry or trade event together
- Attending key meetings with your mentor and observing desired skills being demonstrated
- Completing self-awareness tests (Gallup Strength Finders, Emergenetics, Myers-Briggs, Real Colors, etc.) and discuss results together

## Circles and Maps

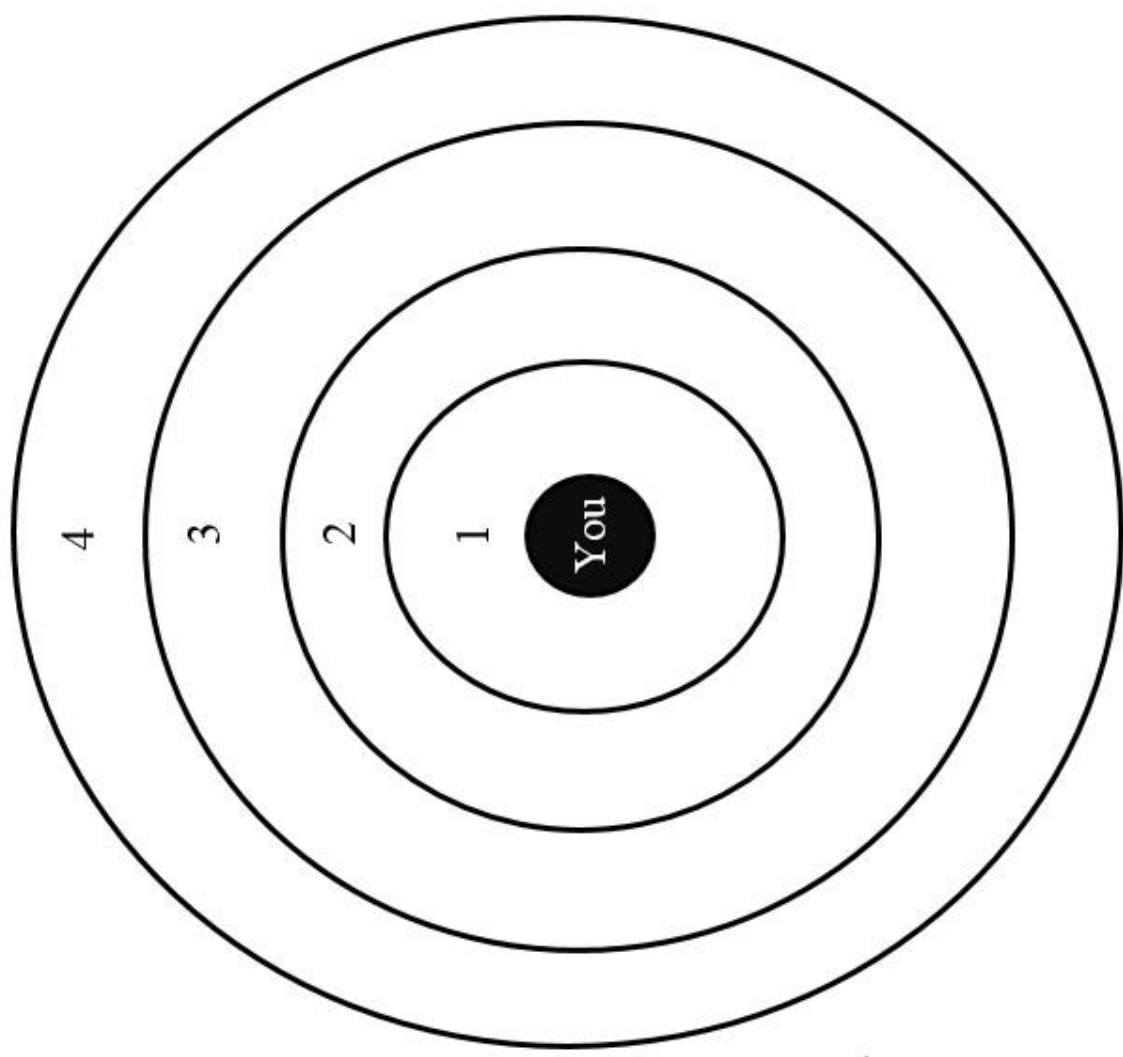
### The key outcomes of MAPS are as follows:

- A shared vision within the group of a positive future for the focus person or MAPmaker
- A commitment to moving towards this future and agreement on range of actions that begin the journey
- A clear appreciation of the focus person's gifts and a deeper understanding of where these gifts are needed and make sense within the wider community

### The 8 Steps and the questions associated with them are as follows:

- **WHAT IS A MAP?** – MAPS begins by asking the assembled group to think about what, in general, are the qualities a good Map? This step helps to set the context for the session – it is about creating a good map together for the focus person's future journey
- **What is THE STORY SO FAR?** – this step asks for the story or the history of the focus person and their family from the beginning to the present day- this step of the MAP will take about 15 – 20 minutes and asks the group to describe the milestones, turning points, high and lows – the key moments – of the MAPmaker's life so far. It is a step that invites the group to reflect on what the past can teach us about the focus person's gifts and capacities. It chronicles what has and has not worked in the past and what the story so far tells us about things we may need to do differently in the future. This step also gives a sense of the present situation of the focus person.
- **What is THE DREAM?** – this step invites images and words that express the most motivating future imaginable for the MAPmaker. What key elements will give their life purpose, meaning and direction? What does the focus person really want from their life? What does the dream tell us about the MAPmaker's gifts?
- **What is THE NIGHTMARE?** – this step asks – What is the worst imaginable future this focus person faces? What would make them feel trapped and powerless? The purpose of this step is to acknowledge the nightmare, not to dwell on it. A MAP is more effective when it shows us where to avoid.
- **NAMING GIFTS** – this step asks the group – When is the focus person at their best? In what ways do they make a positive contribution in other's lives? What word or image best sums up the MAPmaker's most essential gift? What supports and opportunities does the focus person need from others in order to make this contribution?
- **WHAT WILL IT TAKE?** – this step asks the group – What will we need to move away from the nightmare and towards the Dream – this step asks the group to identify what they will need to begin this move– 'needs' may be to do with connections the group needs to make, know-how it needs to discover or resources it needs to attract.
- **What ACTION AGREEMENTS can we make now?** – this step asks for specifics – What will our next steps be? Who will do it? (And who will act as a support or a 'coach?') By when will it be done? How will we check progress?

# Circles of Support



## First Circle: Circle of INTIMACY

List the people most intimate in your life; those you cannot imagine living without.

## Second Circle: Circle of FRIENDSHIP

List good friends; those who almost made the first circle.

## Third Circle: Circle of PARTICIPATION

List people, organizations, groups, networks you are involved with (work colleagues, the choir, the square dance club, your softball team, etc.

## Fourth Circle: Circle of EXCHANGE

List people you PAY to provide services in your life – medical professionals, accountants, Mechanics, hair dressers, barbers, teachers, etc.

# Making Action Plans (MAPS)

What is a **MAP**?  
A tool to help us work towards our goals effectively and creatively by looking at different aspects of our lives.

What is your nightmare?

What are your needs? What do you need to do to meet these needs?

What is your story?

Who are you? Describe yourself.

What is your plan of action to avoid the nightmare and make the dream come true?

What are your dreams?

What are your strengths, gifts, and talents? What are you good at?

"The best way to predict your future is to create it."  
-Abraham Lincoln



## APPENDIX E – Recommended Resources by Core Competencies

### *Mentoring/Coaching*

**Book** – The Elements of Mentoring: The 65 Key Elements of Mentoring by W. Brad Johnson and Charles R. Ridley, 2008

**Book** – Modern Mentoring by Randy Emelo, 2015

**Book** – Conscious Coaching: The Art and Science of Building Buy-In by Brett Bartholomew, 2017

**Book** – The Mentor in Me: What To Do & What Not To Do by William Todd, 2017

**Ted Talk** – What Baby Boomers Can Learn From Millennials and Vice Versa by Chip Conley **Article** – The 5 Types of Mentors You Need In Your Life by Julia Fawal - <https://ideas.ted.com/the-5types-of-mentors-you-need-in-your-life/>

**Article** – How to Give People Yough Feedback That Helps People Grow - <https://hbr.org/2015/08/howto-give-tough-feedback-that-helps-people-grow>

### *Leadership*

**Book** – Humble Leadership: The Power of Relationships, Openness, and Trust by Edgar H. Schein, 2018

**Book** – Millennials Matter: Proven Strategies for Building Your Next-Gen Leader by Danita Bye, 2017

**Book** – Show Up as Your Best Self: Mindful Leaders, Meditation, & More by Cathy Quartner Bailey, 2017

**Book** – Serve to Lead: 21<sup>st</sup> Century Leaders Manual by James Strock, 2018

**Book** – The Mind of the Leader: How to Lead Yourself, Your People, And Your Organization for Extraordinary Results by Rasmus Hougaard, 2018

**Book** – Leading With the Heart, Mike Krzyzewski, 2009

**Ted Talk** – The Puzzle of Motivation by Dan Pink

**Ted Talk** – How Great Leaders Inspire Action by Simon Sinkek

### *Goal-Setting*

**Book** – Goal Setting: How to Create an Action Plan and Achieve Your Goals (Worksmart Series) by Michael Dobson and Susan B. Wilson, 2008

**Book** – S.M.A.R.T. Goals Made Simple: 10 Steps to Master Your Personal and Career Goals by S.J. Scott, 2014

**Book** – 2600 Phrases for Setting Effective Performance Goals: Ready-to-Use Phrases That Really Get Results by Paul Falcone, 2011

**Website** - <https://www.smart-goals-guide.com/>

**Video** – Personal Goal Setting: [https://www.youtube.com/watch?v=yux\\_m8AdzwY](https://www.youtube.com/watch?v=yux_m8AdzwY)

**Article** - <https://hr.berkeley.edu/development/career-development/goal-setting/career-plan-vision>

### *Learning/Creativity*

**Book** – Never Stop Learning: Stay Relevant, Reinvent Yourself, and Thrive by Bradley R. Staats, 2018

**Book** – Make It Stick: The Science of Successful Learning by Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel, 2014

**Book** – Understanding How We Learn: A Visual Guide by Yana Weinstein, Megan Sumeracki, and Oliver Caviglioli, 2018

**Book** – The Innovator’s Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity by George Couros, 2015

**Ted Talk** – The Surprising Habits of Original Thinkers by Adam Grant

### *Communication*

**Book** – Conversations Worth Having: Using Appreciative Inquiry to Fuel Productive And Meaningful Engagement by Jacqueline M. Stavros, 2018

**Book** – Say What You Mean: A Mindful Approach to Nonviolent Communication by Oren Jay Sofer, 2018

**Book** – The Book of Beautiful Questions: The Powerful Questions That Will Help You Decide, Create, Connect, and Lead by Warren Berger, 2018

**Book** – Crucial Conversations: Tools for Talking When Stakes Are High by Kerry Patterson, 2013

**Ted Talk** – Fake It Till You Make It by Amy Cuddy

**Tedx Talk** – How To Have A Good Conversation by Celeste Headlee **Ted**

**Talk** – 5 Ways To Listen Better by Julian Treasure

### *Personal Purpose/Direction/Meaning*

**Book** – Finding Your Hummus: Discover your personal and organizational purpose by Michael Kouly, 2017

**Book** – The Life Actionbook: Tools and Actions for Personal Development by Steve Shockley, 2017

**Ted Talk** – How to Find Work You Love by Scott Dinsmore **Ted**

**Talk** - Simon Sinek - Why Your "Why" is So Important,

<https://www.youtube.com/watch?v=jmjR8eLYpao>

### *Interpersonal Relationships/Managing Conflict*

**Book** – Leading with Emotional Courage: How to Have Hard Conversations, Create Accountability, and Inspire Action on your Most Important Work by Peter Bregman, 2018

**Book** – Dare to Lead: Brave Work. Tough Conversations. Whole Hearts. By Brene Brown, 2018

**Ted Talk** – The Power of Vulnerability by Brene Brown

**Tedx Talk** – Conflict – Use It, Don't Defuse It by CrisMarie Campbell and Susan Clarke

### *Feedback*

**Article** – Learning to Deliver Feedback Effectively: Good and Bad Examples -

<https://www.thebalancecareers.com/good-and-bad-examples-of-feedback-2275923> **Article** – 8

Detailed Examples of Giving Employee Feedback -

<https://www.business2community.com/leadership/8-detailed-examples-giving-employee-feedback-01445008>

**Article** – Feedback Model - <https://upraise.io/blog/criticisms-compliments-the-feedback-model/>

### *Providing Feedback*

**Article** – Learning to Deliver Feedback Effectively: Good and Bad Examples -

<https://www.thebalancecareers.com/good-and-bad-examples-of-feedback-2275923> **Article** – 8

Detailed Examples of Giving Employee Feedback -

<https://www.business2community.com/leadership/8-detailed-examples-giving-employee-feedback01445008>

### *Misc.*

**Candid Culture** – Shari Harley, <http://candidculture.com/>

**Harvard Business Review** - <https://hbr.org>

**National Parks and Recreation Association** - <https://www.nrpa.org/>

**Becky Talks Parks** – [www.beckytalksparks.com](http://www.beckytalksparks.com)

## **APPENDIX F - “Breaking Up” If Your Mentoring Relationship Isn’t Working Out**

Managing a successful mentorship relationship takes time, understanding and most importantly communication. And remember, this relationship requires you to be open to working with people that may have different perspectives/approaches than you are used to. Take advantage of this opportunity!

You learn more when you are challenged, not when it is easy.

We will rely on you to make this partnership valuable and worthwhile. If at any time, the partnership isn’t on track, we ask that you review the tips below and determine what steps apply to your situation:

1. Review <https://hbr.org/2014/05/how-to-break-up-with-your-mentor>
2. Talk to your mentor about what changes would be helpful. What do you need to make this worthwhile?
3. Provide an opportunity to work through and implement agreed upon changes.
4. If you've given it your best shot and you want to pursue an official end to the mentorship, first communicate with your mentor/mentee that you will be taking steps to formally end the partnership and explain why.
5. Contact CPRA Mentorship Committee to dissolve the mentorship. A form will be provided.
6. Once the form is complete, it is your responsibility for ensuring it is turned into the committee.
7. At this point, you are welcome to reapply for the next mentorship timeframe. There are no guarantees you will be accepted into the program the next go around.