

Student Guide

11th Grade Mentoring Program
2013 - 2014 Academic Year



Student Name: _____

Mentor Name: _____

The Mentor

By Jeff Bresee

I paused to stand and watch a man who had come to the road's divide.
My wonder soared as I watched his stare slowly shift from side to side.
He stood as if not noticing that many passed him by.
They moved without a second glance down the road most traveled by.

Then as I watched he stepped full stride toward the path of lesser wear,
And soon he vanished from my view round a bend into the snare.
I soon, like him, stood center road, faced with that daunting choice.
My gaze down his road, causing fear, I quenched my inner voice.

For miles I walked the crowded road breathing dust from others feet,
Until in despair I stopped and stood, my heart and soul deplete.
I gazed about still holding hope, the other path I'd see.
On yonder hill I saw him there, the man who mentored me.

The path between us steep and rough, un-forged with dangers there,
Yet still I left my path of friends, ignoring their bewares.
I pressed through hardship, pain and fear o'er rocks jagged and bent.
In time I crashed limp on that path, my every resource spent.

But then a warming touch I felt, a friendly voice I heard.
It said, get up and tread this path. I rose without a word.
And as I looked, I saw him there, he continued on his way.
His only words as he walked on... "you're on the path, now stay".

Two roads diverged in a yellow wood, and sorry I chose in err.
But looking back, perhaps as well...all memories now seem fair.
Much time I spent on the beaten path, and what I learned, immense.
But I reached, at last, the other path, and it has made all the difference.

Inspired by Robert Frost's "The Road Less Traveled"

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Orientation Materials



*Contact Info

*I. Overview and Objectives

*II. What is a Mentor?

*III. What is a Mentee?

*IV. What is E-Mentoring?

*Mentor Program Student Parent Agreement



CONTACT INFO & REFERENCE SHEET FOR STUDENTS

CLAIREMONT HIGH SCHOOL INFO:

Clairemont High School Office Hours: 7:00 am – 3:30 pm

Clairemont High Address: 4150 Ute Drive, San Diego, CA 92117

Clairemont High School Main Phone Line: 858-273-0201

Clairemont High Website: <http://www.sandi.net/clairemont/>

CLAIREMONT HIGH BELL SCHEDULE:

Regular Day Schedule (M, Tu, Th, F)

Minimum Day (most Wednesdays)

Period	Time
Period 1	7:20 -- 8:19 am
Period 2	8:24 -- 9:24 am
Period 3	9:29 --10:28 am
Period 4	10:33 -- 11:32 am
LUNCH	11:37 am -- 12:07 pm
Period 5	12:12 -- 1:11 pm
Period 6	1:16 -- 2:15 pm school's out

Period	Time
Period 1	7:20 -- 8:05 am
Period 2	8:10 -- 8:55 am
Period 3	9:00 --9:45 am
Period 4	9:50 -- 10:35 am
LUNCH	10:40 – 11:15 am
Period 5	11:20 – 12:00 pm
Period 6	12:05 -- 12:50 pm school's out

ACEDMY OF BUSINESS INFO:

Coordinator: Mrs. Rush

E-mail: erush412@gmail.com

Office Phone: 858-273-0201 x4208 (During school day, coordinator usually unavailable on this line)

AOB Website: AcademyCHS.org

*Be sure to visit the “Mentorships Page” on our website. You will also find all of these materials in digital format and all scheduled meetings on our Calendar Page.

MENTOR CONTACT INFO (fill in this important info once you meet your mentor!)

Mentor Name: _____

Mentor’s Title: _____

Company/ Organization: _____

Birthday: _____

E-mail: _____

Cell Phone: _____

Office Phone: _____

Favorite Holidays(s): _____

Favorite Foods/ Activities: _____

Other useful info: _____

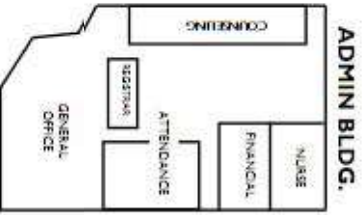
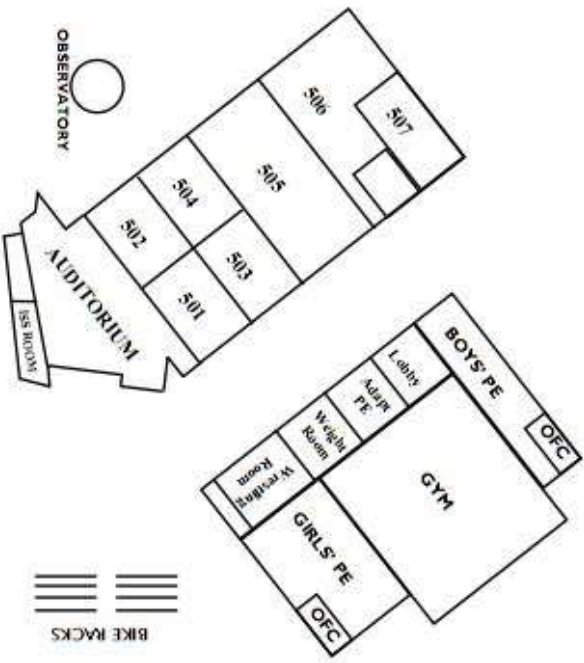
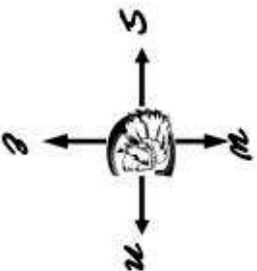
Clairemont High School



Site Map

Athletic Fields

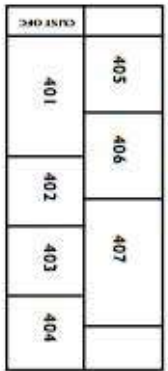
4150 Ute Dr
 San Diego CA 92117
 (858) 273-0201 FAX (858) 272-4219



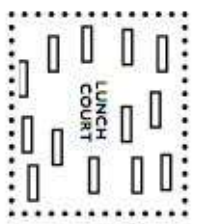
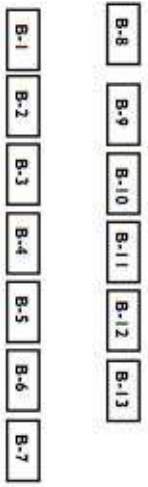
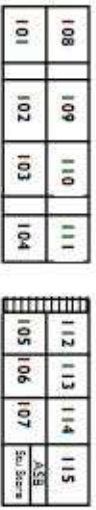
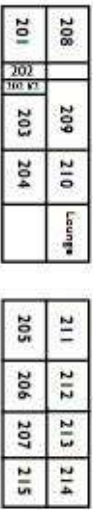
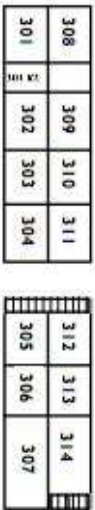
STAFF PARKING

STUDENT PARKING

UTE DR



AUTO SHOP PARKING



MODOC DR

BALBOA AV



I. OVERVIEW & OBJECTIVES

I.1 - PROGRAM OVERVIEW:

11th graders in the Academy of Business will participate in the mentoring program, and will each be paired with one adult mentor. The Academy tries to carefully match each student to a mentor who has a similar personality type, interests, and career interest. This is not always possible, but either way, students can benefit immensely from learning about a career in the “real world,” even if it is one they will not pursue.

The Mentorship Program is a one-year experience with monthly scheduled meetings which cover topics such as goal setting, academic progress, career research, and resume-building. Most of these are one hour meetings that take place in the CHS Library. The two meetings that are different in format include a classroom visitation day (where mentors are invited to observe students as they attend daily classes) and a job shadow fieldtrip (where students are released from one school day to shadow their mentor at their place of work.) The agendas provided later in this handbook give detailed information about each meeting.

I.2 - PURPOSE AND OBJECTIVES OF THE ACADEMY MENTORING PROGRAM:

U.S. Supreme Court Justice Thurgood Marshall once said, “None of us has gotten where we are solely by pulling ourselves up from our bootstraps. We got here because somebody...bent down and helped us.” The Academy of Business (AOB) Mentoring Program was founded on this ideology. Everybody who has been successful in life can point to at least one mentor who helped guide them through some stage of their life. This Mentoring Program is one way for students to meet successful, professional role models who can help encourage them and guide them in their future career path.



II. WHAT IS A MENTOR?

In a nutshell, a mentor is a business or community person who is giving of his or her time to talk with a student. They are all volunteers and receive no compensation for being involved.

II.1 WHO ARE THE MENTORS? WHERE DID THEY COME FROM?

The volunteers in the AOB Mentoring Program come from all different career industries, walks of lives, backgrounds, ethnicities, and neighborhoods of our local community. Some are older and have reached the pinnacle of their career field, becoming a CEO of a company, federal court judge, or superintendent of a school district. Others are younger and are just beginning their careers, like you will be soon.

The mentors all heard about our program in different ways. Some of them volunteered with AOB in another format: they may have been a guest speaker, JA volunteer, or intern supervisor who heard about our mentoring program. Other volunteers have been CHS alumni, friends of an Academy teacher, relatives of an AOB student, or co-workers of a past mentor. Still others have just heard about our program by word of mouth in their office or through an e-mail or newsletter at their company.

However, *all* of these community partners had to meet several criteria to become a mentor this year:

- They had to volunteer and initiate contact with us by expressing interest in being a mentor.
- They had to commit to the monthly meetings, knowing they had to get time off work without pay.
- They had to fill out an extensive online application.
- They had to attend an orientation training about the AOB and the mentor program.
- They had to sign a commitment contract.
- They had to be fingerprinted (receive a background check) from the SDUSD Police Office.

II.2 – WHAT ROLE SHOULD I EXPECT MY MENTOR TO PLAY IN MY LIFE?

A mentor is:

- a responsible adult
- a trusted guide
- a good listener
- a reliable role model
- a professional advisor
- an active sponsor
- a “real-world” trainer
- a teacher of life
- an advocate for students
- an opener of doors
- a friend

A mentor is not:

- an evaluator
- a disciplinarian
- a savior
- a therapist
- a counselor
- a social worker
- a parent
- a peer

11.3 WHAT EXACTLY DOES A MENTOR DO?

A mentor is a guide. Your mentor will listen, answer questions or help find the answers, and share all of those things that they wish somebody had told them when they were juniors in high school. Mentors want to make sure that students are able to reach the goals students want to reach. They want to make sure that in your futures, you spend your time doing what makes you happy. They can help you. These are caring, giving people. They have wisdom to offer.

Throughout the mentoring process, you can expect the following from your mentor:

- Your mentor will meet with you once per month in the library for about an hour during Per.4.
- Your mentor will always notify you in advance if they have to reschedule a meeting.
- Your mentor will lead the meeting activities.
- Your mentor will talk to you about your goals, grades, and career interests.
- Your mentor will correspond with you through e-mail throughout the year.
- Your mentor will come to CHS one day to observe you and your classes.
- Your mentor will take you on a one-day job shadowing fieldtrip.
- Your mentor will ask you lots of questions and will want to get to know you!

11.4 HOW DID MY MENTOR GET MATCHED WITH ME?

Your mentor volunteered for this program knowing that the Academy teachers would be making the final decisions for student-mentor pairing. The teachers know the students far better than the mentors do, and the teachers also know a lot of the mentors personally. Both mentors and students filled out a lengthy questionnaire about their career interests, beliefs, hobbies, etc. The mentors were allowed to look through the student profiles and offer suggestions about who they thought might be a good fit, but the teachers always make the final decision.

The Academy tries to match students with a mentor who works in a field that they may have shown interest, but this is not always possible. Regardless, the teachers take great care to see that the mentor and student have something in common. The bottom line is, whether your mentor is just like you or has different interests, they have a lot to offer, if you will let them.



III. WHAT IS A MENTEE?

Put simply, a mentee is an individual on the receiving end of a mentoring relationship...in this case, you, the student, are the mentee!

III.1 WHAT ARE MY RESPONSIBILITIES AS A MENTEE?

Come prepared. *Always* plan ahead for your meeting with your mentor. Dress to impress. Make sure the meeting dates are on your calendar and that you attend school on those days. Confirm meetings with your mentor a few days before the meeting. Be sure to bring your Student Handbook and a pen to every meeting. Was there anything you were supposed to fill out, research, or finish from your last meeting? Do it! Did you and your mentor agree that you were going to talk to a teacher or follow up on something after the meeting? Don't let them down! Be committed and follow through on everything you and your mentor have discussed.

Be polite. Always use common courtesies when meeting with your mentor. Turn off your cell phone. Put away your iPod. Shake your mentor's hand. Say please and thank you. Offer to get the door, or their chair. Make eye contact when speaking with them. Sit up, nod, and look engaged in your conversation. They are taking unpaid time away from their workplace, so being polite is the least you can do.

Make your mentor feel at home. Talk to them! Include them! Introduce them to your friends. Remember that they are busy people who are here JUST FOR YOU. (Note: When your mentors are around, give them your undivided attention. That means don't shoot the breeze with your friends when your mentors are with you, unless you include your mentors in the conversation.)

Be Responsible & Reliable. When you get an email or call from your mentor, return it immediately. When you arrange to meet your mentor, be there, on time, and ready to go. If something comes up (you are sick, family emergency) always notify your mentor and Mrs. Rush. Don't leave them hanging! You are making a connection with an individual who can help you get ahead in life. Treat them with that level of respect. You are also representing CHS and AOB. Never let your mentor down, no matter what.

Be Yourself. No matter what, let who you are SHINE. Your mentor is here because they want to get to know YOU. So don't say what you think that your mentor wants to hear ... instead, be honest. Say what you feel. Reveal who you are. Just be you, and they'll enjoy you.

Be interested. No matter what the mentor talks to you about or exposes you to, ENJOY IT. Take advantage of the fact that you are being shown new things. Make eye contact. Ask lots of questions. Don't be afraid that your mentor will think you're ignorant if you don't know something. Each and every mentor is there to help! They WANT you to ask them things.

Thank your mentor. Thank them for everything. Let them know how much you appreciate their time, help, and interest in you. Send them an email, leave them a voicemail, or, if you really want to make an impact, write them a handwritten card or note and mail it to their office.

Communicate with your teachers. If there is anything at all that concerns you about your mentor experience, be sure to talk to one of your teachers so that they can help you problem-solve what to do. Don't just ignore the issue and let it ruin your mentoring relationship.

III.2 HELPFUL TIPS FOR STUDENTS TO ENSURE A POSITIVE MENTORING EXPERIENCE

Don't be shy. Are you a little nervous about meeting your mentor? Last year's juniors were, too. And believe it or not, last year's mentors were REALLY nervous about interacting with teenagers. Many of them were afraid that their students wouldn't like them! You can make them feel at ease by being at ease yourself. Just talk to them like you would to any one of your friends. No big deal. You don't have to sell them on being a mentor - they've already decided to! **THEY ARE HERE BECAUSE THEY WANT TO WORK WITH YOU.** Remember that.

Talk to your mentor. Want to know how to keep your mentor happy? It's easy. They want to talk to you, get to know you, and help you. **LET THEM.** In your meetings, open up and share with them. If they ask you questions, don't reply with one word answers. Give details and, make it easy for them to have a conversation with you. Also, don't forget that the relationship is two-sided. Be sure to ask them questions, and initiate conversations yourself. They will love that you want to get to know them, too!

Keep it appropriate. Your mentor wants to get to know you as much as they can, but there are also boundaries. They only have a short time with you each month, so take care not to spend your time complaining or getting too personal about relationships, fights with parents or friends, break-ups, love interests, etc. Stay focused on the meeting topics. Also, always be sure to always use respectful language around your mentor. No slang or cursing.

Go the extra mile. Is there anything you want to show your mentor to help them get to know you? Your classwork? A good grade on an assignment? Pictures of you or your family? An award or something you are proud of? Bring it to your meeting. They will be so touched that you took the time to think of them. You could even invite your mentors to your extracurricular activities. They may not have time to come, but you never know, and it will go a long way that you thought to invite them. It never hurts to ask.

Impress them. Your mentor will love to know about your progress. Really try to meet the goals you talked about in your meetings. Try to improve in your classes and tell them about your success. Share with them about good things that happen or about how you used a bit of advice they gave you. They will be so proud of you!

Give thoughtful surprises. It is always wonderful to do little things for your mentor that shows appreciation or caring. Here are a just a few suggestions of creative things you could do, but you should feel free to think of some on your own!

- Was your mentor recently sick? *Send them a get-well e-card!*
- Does your mentor have a sweet tooth? *Bring them a little home-cooked treat.*
- Does your mentor have a hobby? *E-mail or bring them an article, picture, magazine, etc. on something you know they are interested in!*
- Was it recently your mentor's birthday, anniversary, or some other celebration? *Send them a card, give a small present, bring flowers, or present them with a hand-made gift.*
- Does your mentor celebrate holidays? *E-mail or call them to wish them a Merry Christmas, Happy Valentine's Day, etc.*
- Do you have a special talent such as drawing, singing, dancing, playing a sport, etc? *Give your mentor something that shows off your talent or a picture of you doing what you love!*



IV. WHAT IS E-MENTORING?

E-mentoring is a term we use for extending the mentoring relationship between meetings by e-mailing back and forth.

IV.1 WHEN WILL I E-MAIL MY MENTOR?

Every one to two weeks you will be writing e-mails just to let your mentor know how you are doing. You will be doing this in your Business or English class. Your mentor will love this! You will also make sure to e-mail your mentor a few days before each monthly meeting (to confirm your meetings), and after each monthly meeting (as a thank you and follow up.) Lastly, you will e-mail with your mentor to coordinate logistics of your non-typical meetings, such as the date and time of the mentor class observations and the job shadow fieldtrip day.

You may also receive an e-mail from your mentor about a meeting change or they might just check in with you. Always communicate with your mentor in a timely manner. RESPOND within 24 hours. It is considered very rude in the working world to not reply to an email or phone call. Don't leave them hanging! This means you should be checking your email at least once per day, especially if you are expecting to hear from your mentor.

IV.2 WHAT WILL I TALK ABOUT IN MY E-MAILS TO MY MENTOR?

When you are assigned to email your mentor, you can talk about anything that is going on with you and/ or anything that might be a helpful update to your mentor about your progress. It would be especially useful for you to talk about items that follow up on subjects you touched on in your last meeting. Here are some suggestions:

Tell your mentor ... (Write a few lines to your mentor to update them on any of the following. Be sure to spell check!)

1. Something you did this week that was fun (and appropriate)
2. What you did academically that was interesting / difficult / or an accomplishment
3. Your progress on one of your academic or personal goals
4. Something you were proud of this week
5. Something that was challenging for you this week
6. About a class you improved in
7. Your thoughts on something that has happened in the news recently
8. About clubs / sports / extra-curricular activities you are involved in

Ask your mentor ... (Always start with your statement about the topic first. For example, tell them what you did this week before you ask them what they did.)

1. What they did today / this week in their job
2. What they've done recently for recreation
3. For quick advice on a problem (appropriate) – tell them what actions you've thought of taking and ask what they think
4. What their favorite sport / team is
5. About their family, children or pets
6. If they've read any good books / seen any good movies
7. Their thoughts on something that has happened in the news recently

IV.3 E-MAIL ETIQUETTE: WHY IS IT IMPORTANT?

It is very important to follow some guidelines about proper workplace e-mail manners. Read the below article by Dawn Rosenberg McKay from About.com, and you will know all the rules!

Of all Internet activities, e-mail is the most popular. Almost 88 percent of all Internet users in the U.S. use email. This information comes from a survey conducted by the UCLA Center for Communication Policy. According to the same survey, approximately 99 percent of those who use the Internet at work, use it to access business email.

There are two reasons I decided to write an article about email etiquette. The first one is the sheer number of people using email, especially those using it for business communications. Since you are reading this article which appears on the Web, there's a good chance you use email to communicate with others, including your boss, colleagues, clients, or prospective employers.

So, what's the second reason? Well, as the Career Planning Guide here on About.com, I receive a lot of email. A lot of it is well written. A lot of it isn't. Some messages go on and on and on, until finally the question is asked. Sometimes the length is necessary -- other times the writer could be more concise.

Some messages get right to the point ... a little too quickly. The writer wastes no time asking for what he or she needs without bothering to be polite. Some of my younger readers (I assume) use what I can only describe as some sort of shorthand slang, i.e. "Can U plz send info on careers?" This may be appropriate for communicating with your buddies through instant or text messaging, but not for writing to someone you've never met or someone who requires a formal relationship.

Sometimes there are glaring errors in emails, such as misspellings and very poor grammar. While this annoys me some, I can only imagine what a prospective employer would think when receiving a poorly written message. Because your correspondence says a lot about you, you should be aware of some basic email etiquette, sometimes known as "netiquette."

Subject Field: The SUBJECT field is the window into your e-mail and can many times determine even if your e-mail will be opened. If this is an initial contact with a person, be sure to have a short SUBJECT: that indicates clearly what the topic of the email is. Typos, all caps or all small case can lend to the impression you may be spammer. Always put something in the subject line.

Mind Your Manners: What three words have a total of only 14 letters yet carry a great deal of meaning? People may not notice these words when they're there, but if you forget to use them, you'll come across looking disrespectful and ungrateful. Give Up? These very powerful words are "Please" and "Thank You." Please take my advice. You'll thank me later.

This next one isn't something that especially bothers me, but there are others who are very sensitive to being addressed by their first names. When in doubt, use Mr., Mrs., or Dr. (if appropriate). When you are replying to an email and the sender of the original message has used his or her first name only, then you could safely assume it's okay to use that person's first name as well.

Don't Use that Tone With Me: Tone is a difficult thing to explain. Remember when your parents would say "Don't use that tone of voice with me, young lady (or young man)?" Your feelings come across by the way you say something. It is easy to change your tone when you're speaking. When you're writing it's very hard to do. Whenever I write an email, I read my message over several times before I hit send. I want to make sure I come across as respectful, friendly, and approachable. I don't want to sound curt or demanding. Sometimes just rearranging your paragraphs will help.

If you're writing to someone you've communicated with before, you might want to begin by saying "I hope you are well." Email writers often use emoticons to convey a certain tone. Use good judgment here. If you write to someone frequently and you have a less formal relationship, then emoticons are okay. If, however, you're writing to a prospective employer, stick to words only.

Avoid writing your message using all upper case letters. It looks like you're shouting. Don't use all lower case letters either. Some people say it will make it seem like you're uneducated or like you are mumbling. In general, also be careful how you use bold font and exclamation points; sometimes you can come off sounding angry or overly excited when you don't mean to.

And Your Point Would Be...? When possible, be brief. Get to your point as quickly as you can. However, please don't leave out necessary details. If providing a lot of background information will help the recipient answer your query, by all means, include it. You may even want to apologize for being so wordy at the beginning of the message.

Plz Don't Abbrvt: My teenage nieces send me email using all sorts of abbreviations -- U instead of you, 2 instead of to or too, plz instead of please, and thanx instead of thanks. It's fine for personal email. Business email should be more formal. Of course, frequently used abbreviations such as Mr. and Mrs., FYI (for your information), inc., and etc. are fine.

Spelling Counts... Grammar Too: Use your spell checker. That's what it's for. Don't rely entirely on the spell checker though. If you're using the wrong spelling for a particular use of a word, i.e. two vs. to vs. too, the spell checker won't pick it up. Don't try to guess the spelling of a word. Look it up. Personally I use Merriam-Webster Online.

Good grammar is important. As you can see, I believe in using a conversational tone when writing. It sounds friendlier. Contractions are okay. Slang is not. Under no circumstances should you use offensive language.

Don't Get Too "Attached": Attachments -- the bane of my existence. I don't open them unless I know the sender. And even then, I hesitate. As one of my colleagues said recently, "I don't open attachments unless they're from my own mother." To which another colleague responded: "I don't open attachments especially if they're from my mother." Attachments often carry viruses. The sender may not even know they're sending you a virus. As a matter of fact, they may not even know they're sending you an email. There are many viruses that cause your email program to send everyone in your address book an infected file. You can contact the recipient first to ask if it's okay to send an attachment. Then that person will know to expect it.

Make a Good First Impression: I love email. It's much less intrusive than a phone call and faster than a letter. It may be your introduction to someone you never met before. Take your time putting together a well-written message. Once you hit the send button you won't have another chance.



Academy of Business, Clairemont High School
AOB Mentorship Program 2013-2014
Student & Parent Participation Agreement

IN ORDER FOR STUDENTS TO PARTICIPATE IN THE ACADEMY MENTORSHIP PROGRAM, ALL STUDENTS AND PARENTS MUST AGREE TO THE GUIDELINES OUTLINED BELOW. FOR MORE INFORMATION ON THE MENTOR PROGRAM, PLEASE SEE THE ATTACHED PAMPHLET OR VISIT OUR WEBSITE AT AcademyCHS.org. PLEASE READ THIS CONTRACT CAREFULLY BEFORE INITIALING NEXT TO EACH LINE ITEM. AT THE BOTTOM, PLEASE SIGN AND DATE.

Student Mentee Name: _____ **Grade:** _____

Parent or Guardian Name: _____

Section 1. Student Agreement - *Student, please read and initial this section.*

_____ I agree to attend every scheduled mentor-student meeting for this school year. I understand that if I have to be absent on the day of a scheduled mentor meeting, I will notify my mentor and my teacher ahead of time. I further agree not to meet with my mentor at any time or place that has not first been approved by the AOB and my parent.

_____ I agree to be respectful at all times while meeting and corresponding with my mentor. I agree to use suitable language (free of profanity and slang), dress professionally (in accordance with the CHS dress code), and refrain from discussing topics that are not school-appropriate.

_____ I agree to respond in an appropriate and timely manner to all of my mentor's e-mails and phone calls. This means I will only contact my mentor by using methods they have approved, and I will respond to correspondences within 24 hours of being contacted by him or her. I further agree to use professional language (free of slang or grammatical errors) in my e-mails to my mentor.

Section 2. Parent Agreement - *Parent, please read and initial this section.*

_____ I give my student permission to participate in the AOB Mentorship Program for this academic school year. I understand that all mentor meetings (with the exception of the Job Shadow/ Educational Fieldtrip – this will have a separate permission slip) take place on campus at Clairemont High School under the supervision of the AOB staff.

_____ I understand that, as a parent, I have the right to review the profile form of my student's mentor and to contact my student's mentor if I have any questions. I agree to contact the AOBT Coordinator first, should I have any concerns about the mentor program, or the conduct of my student's mentor. I understand that the Academy Coordinator will then set up a conference with me, the mentor and/or necessary school personnel.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Meeting Materials



- *Scheduled Dates & Times
- *Mentor-Student Meeting Agendas
- *Materials & Worksheets



Scheduled Mentor-Student Meeting Dates 2013-14

Mentor-student meetings are scheduled on the 2nd or 3rd Thursday of each month (with minor exceptions) during 5th period (11th grade) or 6th period (10th grade). It is very important that students attend each and every meeting. If the mentor has a conflict with one of the dates, they will reschedule on an alternate day with their student *during the same month* as the original meeting date. In case of illness or other major conflict, students must inform teacher and mentor ahead of meeting.

MO	MEETING TOPIC	DAY /TIME	LOCATION	DESCRIPTION & DETAILS
Sept	Mentor-Student Meeting 1: Intro, Ice Breakers, Self-Esteem	Thur., Sept. 26, 2013 12:00 pm – 1:15 pm	Clairemont High Library	At the first meeting, mentors will meet their student, do an all-group intro, and then complete a mentor-student self-esteem activity.
Oct	Mentor-Student Meeting 2: Roadmap Mentor Interviews & Student Roadmaps (Goals)	Thur., Oct. 24, 2013 12:00 – 1:15 pm	Clairemont High Library	During this activity, students will formally interview their mentors about their life "roadmap," and then mentors will interview students about their roadmap plan.
Nov	Mentor-Student Meeting 3: Mentor "Business" Olympics	Thur., Nov. 21, 2013 12:00 – 1:15 pm	Clairemont High Outdoor soccer field	Mentors and student groups will compete against each other in some fun, business-themed challenges for the Olympics Trophy.
Dec	Mentor-Student Meeting 4: Job Shadow Fieldtrip Day	Choose day between Dec. 4 - Dec. 19 *Times TBA by Mentor	Mentor's workplace or alternate location	Mentors will schedule a fieldtrip job shadow day (within 3-wk window) to bring student to see their worksite or another educational setting.
Jan	Mentor-Student Meeting 5: Semester Reflection	Thur., Jan 16, 2014 12:00 – 1:15 pm	Clairemont High Library	Mentors & students will reflect on the semester, consider how to prepare for finals, and plan academic goals for the remaining year.
Feb	Mentor-Student Meeting 6: Resume & Interview Techniques	Thur., Feb. 20, 2014 12:00 – 1:15 pm	Clairemont High Library	Students will bring their mentors a draft of their resume for review and revision. Mentors will also go over interview tips with their students.
Mar	Mentor-Student Meeting 7: Future Planning	Thur., Mar. 20, 2014 12:00 – 1:15 pm	Clairemont High Library	Mentors will guide students through a "Future Plan" template to promote discussion of student plans for summer, grade 12, & college.
Apr	Mentor-Student Meeting 8: Community Service Project FieldTrip	Fri., Apr. 17, 2014* * Tentative Date / Exact times TBA	Off-campus fieldtrip; location TBA	Mentors and students will participate in an off-campus, pre-arranged community service activity organized by Academy staff. (This introduces the Social Entrepreneur Project).
May	Mentor-Student Meeting 9: Luncheon & Recognition	Thur., May 15, 2014 12:00 – 1:15 pm	Clairemont High Library	Mentors and students will celebrate their achievements of the mentoring experience with positive reinforcement, recognition, and lunch.
June	Mentor-Student Meeting 10: Finals Presentation - Personal Business Plan	Thur. June 12, 2014	Clairemont High, Room TBA	Mentors are invited to attend students' final year-end presentation for Personal Business Plans. Note time change; this is the last day of school - a minimum day.



11th Grade Mentor Program Meeting #1 Agenda

Breaking the Ice, Introductions, & Self-Esteem

Thursday, September 26, 2013, 12:12 - 1:15 pm (Period 5)

Purpose: To meet your student, break the ice introduce your mentor, get to know them, and build the foundations of the mentoring relationship on positive affirmation.

Preparation/Materials: Dress to impress! Bring your Student Mentor Program Student Guide Booklet and a pen. Bring a copy of your Student Profile.

1. Mentor–Student Mingle Match Up Activity (10 minutes)

Student Directions: You will be provided with a card with one unique fact about your mentor (but it won't have a name!). In order to find the mentor we've paired you with, you will be asked to mingle with all the mentors and shake hands with each new mentor you encounter. You will give your name, say "nice to meet you," and then ask the mentor if they are the person who wrote the unique fact you hold in your hand (read the fact aloud to them from your card.) If they answer "no," thank them and move on, because they are not your mentor! Your assigned mentor will be the only one who replies "yes" to your unique fact question. Once you find your mentor match, you will ask them to help you fill in the remaining info on your card (name, profession, etc) so you can introduce them to the whole group in the next activity.

2. Introductions of Mentors – All Group Activity (15 minutes)

Student Directions: Before sitting down one-on-one with your mentor, you will formally introduce your mentor to the whole group. This activity is intended to break the ice, practice doing formal business introductions, and give everyone an opportunity to meet all the volunteers who will be mentoring for this school year. Students and mentors will all form a large circle, and, in turn, each student will step forward to introduce his or her mentor. When it's your turn, you will step forward and say "I would like to introduce my mentor...." And then state his or her name, job title, company/organization, how he or she heard about the AOB mentor program, and his or her unique fact.

3. Get to Know Each Other (10 minutes)

Student Directions: Now, you will sit down for the remainder of the hour and spend some time getting to know your mentor. Your mentor will start by spending 3-5 minutes introducing him or herself to you.

Then, you will take an equal amount of time to introduce yourself. Feel free to use your Student Profile Form. Discussion items can include, but are not limited to: family, elementary and middle school, what the AOBT is and why you joined, classes currently taking in high school, extra-curricular activities, work, interests, goals after high school, etc. When you're done, ask your mentor for his or her contact information to write in your booklet. Give them your contact info and ask him or her to write it in the Mentor Handbook.

4. Self-Esteem Activity (25 minutes)

Mentor and Student Directions: Now, use the included *Self-Esteem Activity Sheet* and *Values Clarifications Sheet* to take turns discussing and writing in perspective, personal strengths, and values. This activity is for mentor and student to get to know each other on a deeper level, and build each other up as individuals; let the conversation and trust develop naturally.



Self-Esteem Mentor - Student Activity

Directions: Use this activity during Meeting 1; the goal is to help mentor and student get to know each other, develop trust, and build each other up as individuals. Both mentor and student should take a few minutes to individually read over and fill out their own answers to the questions below. When each has had enough time to complete, take turns sharing out loud with one another. Be sure to give each other feedback and encouragement while sharing.

1. What do you think is your greatest accomplishment/ personal achievement to date? Why?

2. List at least three things you are good at:

3. What do your friends like most about you? Do you agree with them? Why or why not?

4. What do you like most about your family? Why?

5. Who do you most admire? Why?

6. If your house caught on fire, what material possession would you try to save first? Why?

7. What values are most important to you? (see the "Values Clarification Sheet" right after this page)

8. What is one thing you would like to be remembered for in life?

9. List one or two things about yourself you'd most like to improve.



Values Clarification Sheet

Directions: Use this sheet to help you with question 7 on the previous Self-Esteem Activity during Meeting 1. Study the values below carefully. Be sure to read through all of them. Then, circle the five values most important to you. Next, put an X next to the five that are least important to you.

I think it is valuable to...

1. Achieve – get things done successfully
2. Help your fellow man
3. Be creative – invent new ideas and things
4. Be healthy
5. Be honest
6. Be fair and just
7. Be educated – self-betterment
8. Love
9. Be loyal to people, ideas, and things
10. Have a strong sense of right and wrong
11. Look good – physical attractiveness
12. Be powerful – in control of others
13. Have fun and pleasure
14. Feel important
15. Obey and respect God/ religion
16. Be wise – use of judgment
17. Honor your parents
18. Work hard
19. Achieve wealth – make money & live comfortably
20. Stand up for what is right
21. Fit in with others
22. Take care of your family
23. Be kind to animals
24. Give back to your community
25. Other: _____



11th Grade Mentor Program Meeting # 2 Agenda

Roadmap Interview & Student Goals

Thursday, October 24, 2013, 12:10 - 1:15 P.M. (Per.5)

Purpose: (1) To practice communication techniques and learn how and why successful individuals (the mentors!) have made it where they are today. You will interview your mentor and take notes with the intent of creating a PowerPoint presentation about them. (2) To share your own “Roadmap” goals with your mentor and form an action plan.

Preparation/ Materials: Prior to meeting: (1) Visit the Roadtrip Nation Website to learn about “Roadtrip Nation,” a student-started phenomenon that is changing lives around the world and is the basis for this interview. You can also view examples of other student interviews. Go to: <http://roadtripnation.com/> (2) Preview the list of *Roadtrip Nation Sample Interview Questions* included in this handbook. (3) Preview: *Goal-Setting the SMART Way, Writing SMART Goals, Action Verbs* and *SMART Goals Fill-In Worksheet* included in this handbook. (3) Set 3 personal goals and 3 academic goal on the *Student SMART Goals Action Plan Sheet* in this booklet. (You can leave the action plan blank and discuss this to fill in with your mentor at meeting. Bring to Meeting: Your Student Guide with completed draft of your goals.

1. Intro (5 minutes)

Mentor Directions: Kick off your meeting today by breaking the ice with a short update. How are you doing in your classes? What are you looking forward to?

2. Mentor’s “Roadmap” Interview (25 minutes)

Student Directions: Explain to your mentor what a “Roadtrip Nation Interview” is. Explain that you will be asking them questions in a similar fashion and that you will be using their answers to make a presentation you will share with your class. Proceed to interview your mentor with the questions you have prepared. Take good notes on what they say! You should get at least one video or audio segment to add to your presentation (with mentor’s consent of course!). Pictures would be great, too!

3. Student Roadmap: Goal-Setting (20 minutes)

Student Directions: Now you will share what your “roadmap” might be for the year. You have prepared some goals that they will share with you to elicit some feedback and create an action plan.

(1) First, review the *Goal-Setting Tips* page.

(2) Then, share the goals you want to work toward and achieve throughout this school year. Record in your own booklet on the Goals Sheet Action Plan included. Discuss and get feedback on what steps to include in the Action Plan portion.

(3) Explain what kind of supports or accountability you might need in order to reach these goals. Discuss. Fill in the support part of the goals sheet.

*These goals will be referred to throughout the rest of this year’s meetings. Progress on goals is also an excellent topic for e-mail conversation in between monthly meetings.



Roadmap Interview Sample Questions

Directions: During the Roadmap Interview Meeting students will interview their mentors using the Roadtrip Nation Model, and will use their mentor's responses to create a presentation which they will later share with their class. Students should prepare questions ahead of time, and may use questions from the list of suggested questions below, so you may want to preview them prior to your meeting.

For more information and examples of the *Roadtrip Nation* Interview Model, please visit:

<http://roadtripnation.com/>.

Suggested Questions For RoadTrip Interview:

1. When you were a young kid, what did you want to do with your life?
2. What were you doing when you were my age (high school?)
3. Were you ever "lost" when you thought about your future?
4. Were there any pressures from society or parents telling you to be somebody else or do something else? If so, how did you deal with it?
5. When you were growing up, did you have any interests or talents that you have built into your work or career?
6. When did the "light bulb" go on for you? When did you realize what you wanted to do with your life?
7. What education and jobs did you have that led you to your current career?
8. What skills must someone absolutely have to succeed in your field?
9. What obstacles did you overcome to get where you are today?
10. What would you say has been the key to achieving the level of excellence that you've reached in your life?
11. How do you balance your personal and professional life?
12. As you look back on your first five or ten years after high school or college, what would you have done differently?
13. If you had one piece of advice to give young people getting ready to jump into the real world, what would it be?



Goal-Setting the SMART Way

Why set goals? Motivational speaker Brian Tracy said, "[People with clear, written goals, accomplish far more in a shorter period of time than people without them could ever imagine.](#)" Developing sound goals is critical to your own success. In this activity, you will set goals for the upcoming year. Use S.M.A.R.T. goals that support your personal mission and vision, and are related to the vision of this academy.

A SMART goal is defined as one that is Specific, Measurable, Achievable, Relevant (and Realistic), and Time-bound. Below is a definition of each of the SMART goal criteria:

Specific: Goals should clearly define what you are going to do, and be simplistically written. A specific goal is not general or ambiguous; it details exactly what is expected, why is it important, who's involved, and which attributes are important.

Measurable: Goals should be measurable and result-driven so that you have tangible evidence that you have accomplished the goal. How will you know if you have met your goal? Goals should measure outcomes, not activities. State the "how" by building what the goal will actually look like completed in terms of percentages, amounts, end product, etc.

Achievable: Goals should be achievable; they should stretch you slightly so you feel challenged, but should be able to be broken down into smaller, attainable steps. You must possess the appropriate knowledge, skills, and abilities needed to achieve the goal. You can meet almost any goal when you plan your steps wisely and establish a timeframe for action – even goals that may have seemed too challenging when you started. Achievement is all about *action*, so think about what you will actually have to *do* in order to reach your goal.

Relevant & Realistic: Goals should matter; that is, they should be important to not only you personally, but also to a larger cause. Relevant goals (when met) drive the individual, team, department, or organization forward. Make sure your goals are worth the time and effort you will put into them, and make sure they are linked somehow to the "bigger picture." Goals also need to be realistic. If a goal starts out so huge, vague, or difficult that it feels impossible to achieve, you may not even *try* to accomplish it. Realistic and relevant goals motivate. Impossible or insignificant goals discourage.

Time-Bound: Goals should be grounded in a time frame with a target date of completion. A commitment to a deadline helps you focus on accomplishing the goal and prevents you from being overtaken by the day-to-day crises of less important, time-consuming tasks. A good time-bound goal is intended to establish a sense of urgency; it helps you push yourself. **Without such tension, procrastination is easy, and the goal is unlikely to produce an outcome.**

Example Student SMART Goals:

Goal A: to find a job after school

SMART Goal A (better): Secure an after-school job as a hostess for work experience (*Specific*) by submitting applications & resumes, and preparing for job interviews (*Achievable*) at 8 or more local restaurants (*Measurable*) by Nov. 31 (Time-bound). *Make sure you ask yourself if this is relevant & realistic!*

Goal B: to get a higher GPA

SMART Goal B (better): Earn at least a 3.0 GPA (*Measurable*) to become university-eligible by the end of first semester, (*Specific & Time-bound*) by attending tutoring twice per week, recording all assignments in my calendar, and setting aside 2 hours each night for homework (*Achievable*). *Make sure you ask yourself if this is relevant & realistic!*



Writing SMART Goals Worksheet

Use the worksheet to get started on forming your goals. Remember, though, that in its completed stage, a goal should be able to be clearly stated in just one or two short lines.

	SMART Questions (First, think through your goal by answering these questions)	SMART Starters (Use any of these helpful starters to begin to phrase your goal)
Specific:	<ul style="list-style-type: none"> -What: What do I want to accomplish? -Why/Purpose: What are some reasons for accomplishing the goal? How will reaching this goal benefit you, your team, or your organization? -Who: Who is involved? 	<p>I want ...</p> <p><i>To accomplish... (what)</i></p> <p><i>So that... / Because... / In order to... (why)</i></p> <p><i>With... / For... / To... (who)</i></p>
Measurable	<ul style="list-style-type: none"> -How will I measure this? -How much? -How many? -How will I know when it is accomplished? -What will be the result? 	<p>I will measure by...</p> <p>(Try to attach a number, percent or amount to your result)</p> <p><i>Complete _____ # or %</i></p> <p><i>Meet _____ # or %</i></p> <p><i>Increase by _____ #, %, or amt.</i></p> <p><i>Earn _____ # or amt.</i></p> <p><i>Create _____ # or %</i></p>
Achievable	<ul style="list-style-type: none"> -What action(s) must I take to achieve my goal? -What are the steps? 	<p>Carefully choose an action verb (see Action Verb chart on next page; the main verb usually goes at the beginning of your goal statement and you can include others, if necessary for major steps)</p>
Relevant	<ul style="list-style-type: none"> -Is my goal important? -Is my goal worthwhile? -Does it match the vision & mission? -Can the goal be realistically accomplished? 	<p>My goal is important because ...</p> <p>My goal is realistic because ...</p> <p>(Answer these, but you may not need to actually write out answers in your goal statement. Just check yourself!)</p>
Time-Bound	<ul style="list-style-type: none"> -When will I do this? -What can I do six months from now? -What can I do six weeks from now? -When can I fully achieve it? 	<p>I will accomplish this by (when? time?)...</p> <p><i>By a certain date _____</i></p> <p><i>Within a set amount of time _____</i></p> <p><i>By an event _____</i></p> <p><i>By a certain test/evaluation _____</i></p>

Now put it all together with this formula! Usually, this is the order in which we write our goal statement:

SMART GOAL = (action verb) + (specifics) + (measurement of result) + (steps to achieve) + (time-frame)

EXAMPLE: "Save \$650 to buy a new iPad by the time I enroll in college by putting 20% of my paycheck each month into my savings account and not touching it until June 30th."

Action Words for SMART Goals:

Most SMART goals begin with a powerful action word. Try using one from the list below.

Accelerate	Control	Form	Negotiate	review
Accompany	Convert	Foster	Nominate	revise
Achieve	Cooperate	Found	Obtain	Schedule
Acquire	Coordinate	Fundraise	Officiate	Screen
Adapt	Correlate	Generate	Operate	Secure
Address	Correspond	Govern	Orchestrate	Select
Adjust	Create	Graduate	Order	Serve
Administer	Cultivate	Guide	Organize	Simplify
Advance	Customize	Handle	Originate	Solve
Advertise	Decide	Head	Outline	Spearhead
Advise	Define	Hire	Participate	Specialize
Advocate	Delegate	Identify	Perceive	Staff
Allocate	Deliver	Illustrate	Perfect	Standardize
Analyze	Demonstrate	Implement	Perform	Streamline
Anticipate	Design	Improve	Persuade	Strengthen
Apply	Determine	Improvise	Pilot	Structure
Appreciate	Develop	Incorporate	Pinpoint	Succeed
Arrange	Devise	Increase	Pioneer	Summarize
Assemble	Direct	Influence	Place	Supervise
Assess	Discover	Inform	Plan	Support
Assign	Display	Initiate	Prepare	Survey
Assist	Document	Innovate	Preside	Synthesize
Audit	Double	Inspire	Prevent	Systematize
Authorize	Draft	Install	Prioritize	Tabulate
Balance	Earn	Instruct	Process	Target
Brief	Edit	Insure	Procure	Teach
Budget	Educate	Integrate	Produce	Test
Build	Effect	Intensify	Program	Train
Calculate	Eliminate	Interpret	Project	Transfer
Catalogue	Enact	Interview	Promote	Transmit
Centralize	Encourage	Invent	Propose	Translate
Chair	Enforce	Investigate	Prove	Tutor
Change	Engineer	Justify	Provide	Unify
Clarify	Enhance	Launch	Publicize	Update
Classify	Employ	Lead	Publish	Upgrade
Collaborate	Establish	License	Purchase	Use
Collect	Evaluate	Locate	Qualify	Utilize
Command	Exceed	Log	Quantify	Verify
Communicate	Execute	Maintain	Realize	Volunteer
Collect	Exhibit	Manage	Recommend	
Command	Expand	Manufacture	Reconcile	
Communicate	Expedite	Market	Recruit	
Complete	Explain	Master	Reduce	
Compose	Explore	Mediate	Reinforce	
Conceive	Facilitate	Mentor	Reorganize	
Condense	Finalize	Minimize	Report	
Conduct	Finance	Mobilize	Research	
Construct	Focus	Modify	Resolve	
Contract	Forecast	Monitor	Respond	
Contribute	Formalize	Motivate	Revamp	

Student SMART Goals Action Plan – Academic

Student _____ Mentor: _____ Date: _____

Directions: You will write out three SMART goals relating to academics that you want to accomplish this year. Remember to start by reading about SMART Goals, using the worksheet, and referencing the action verbs list. Then, write the final draft of your SMART Goals, using the formula below. The Action Plan should list out several specific steps you will take, in order to break down your goal into smaller pieces you can check off and assess progress.

SMART GOAL = (action verb) + (specifics) + (measurement of result) + (steps to achieve) + (time-frame)

Goal	Action Steps:
Goal 1.	<i>specific steps</i>
Goal 2.	<i>specific steps</i>
Goal 3.	<i>specific steps</i>

Student SMART Goals Action Plan – Personal

Student _____ Mentor: _____ Date: _____

Directions: You will write out three SMART personal goals that you want to accomplish this year. Remember to start by reading about SMART Goals, using the worksheet, and referencing the action verbs list. Then, write the final draft of your SMART Goals, using the formula below. The Action Plan should list out several specific steps you will take, in order to break down your goal into smaller pieces you can check off and assess progress.

SMART GOAL = (action verb) + (specifics) + (measurement of result) + (steps to achieve) + (time-frame)

Goal	Action Steps:
Goal 1:	<i>specific steps</i>
Goal 2:	<i>specific steps</i>
Goal 3:	<i>specific steps</i>



11th Grade Mentor Program Meeting # 3 Agenda

Team-Building “Business” Olympics

Thursday, November 21, 2013, 12:10 - 1:15 P.M. (Per.5)

Purpose: To have some fun with your mentor, class and other mentors, and begin planning for the job shadow fieldtrip day.

Preparation/Materials: For this session, you will need to be comfortable enough to move around in a few relays. Comfortable shoes are recommended. The activities will not be physically strenuous. The Academy teachers and senior students will be directing the events on this day, while mentors and students simply participate.

Your next scheduled meeting is a Job Shadow Fieldtrip (off site) where you will accompany your mentor his or her workplace (or other relevant, educational location.) After the games, you will have a few minutes to connect with your mentor so you may begin to plan out your job shadow fieldtrip for next meeting. You can also follow up via e-mail. You will want to preview next meeting’s agenda and the *Job Shadow Registration Form* in this handbook. This will walk you through the details and paperwork that we will need to approve your job shadow fieldtrip.

1. Team-Building Activities: (45 minutes)

Student Directions: None! The activities for this day are top secret! All that mentors and students need to know is that there will be some friendly competition, a lot of fun, many laughs, and there will be prizes for the champions of several of the activities. To put your mind at ease: None of the activities will involve strenuous physical activity or getting dirty. Come prepared to move around a little, bond, and have some fun, and compete to hold the Academy Olympics Trophy with your team!

2. Tentatively Schedule Job Shadow Fieldtrip Day (5 minutes)

Student Directions: Brainstorm with your mentor about what your ideal job shadow day might look like. This fieldtrip should take place on a convenient day for both mentor and student during window noted (preview Job Shadow Day Agenda for details). Student and mentor should begin to discuss details like when/where and agree to continue scheduling via E-mail. Use the *Job Shadow Registration Sheet* to help think through all the details.



11th Grade Mentor Program Meeting #4 Agenda

Mentor Job Shadow Fieldtrip Day

Choose a week day between of: Dec. 3 – Dec. 19, 2013

Purpose: To expose students to a work environment or other educational workplace setting, so they can learn about a career or the pathway to obtain a career.

Preparation/ Materials: (1) Correspond with your mentor via e-mail in order to brainstorm and schedule what this day will look like. Be sure to consider lunch and transportation in your planning (2) Once you have scheduled and nailed down details with your mentor, register your trip online using the info form the *Job Shadow Registration Form* in this booklet. (3) Get your fieldtrip permission slip filled out and signed by teachers and parents! (4) Preview the *Job Shadow Career Interview Sheet* you will use on the day of the shadow.

1. Job Shadow Day Description:

You will be excused from one day of school (with proper paperwork) in order to visit your mentor's work site or another determined worksite. You will have the opportunity to ask questions and complete the Job Shadow Career Interview Sheet.

2. Choosing Your Job Shadow Date & Time:

You will try to schedule this fieldtrip with your mentor on a school day within the window above. Be aware of early outs, school holidays, and big deadlines in your classes. Times for the job shadow fieldtrip must fall between 7:15 AM and 2:15 PM (school hours). Your mentor could choose to take you out for the whole day, or just a few hours. Once the day and time have been scheduled, please register your trip on the ACADEMY Job Shadow Day Online Registration Form with: date, times, location of job shadow, street address, and transportation method.

3. Logistics of the Job Shadow Day:

Permission & Transportation: You will need to get the school permission slip form signed by your teachers and parents for the day you job shadow. Please discuss transportation options with your mentor in advance. Could your parents drop you off? Should the mentor pick you up and return you to campus? Make sure to discuss this with them.

Lunch: Be sure to discuss with your mentor what you will be doing for lunch so you can come prepared. Do you need to bring a lunch? Snacks? Should you bring money to go out to lunch? Do not assume they will provide it for you. If they offer to buy you lunch, they have chosen to do something generous, and you should be sure to thank them for it.

Dress Code: Make sure you know in advance what the dress code is for your job shadow day, so that you can come dressed appropriately. More than likely, you will be dressing to impress on this day. Be sure to wear comfortable shoes, though, as you will probably be walking around a lot and meeting various people in your mentor's workplace.



Job Shadow Registration Worksheet

This 2-page worksheet will help ACADEMY 11th graders and mentors plan out details of their job shadow field trip day. Prior to the trip, mentors will need to make sure they have completed the **Mentor Volunteer Use of Vehicle Form** with copies of Driver's License, Registration & Insurance. Once mentor and student have discussed the trip, scheduled a date, and completed this worksheet, the student must **register** this information on the online Job Shadow Registration Form (go to www.AcademyCHS.org and click on the link to the form from the home page.) Students will also need to complete the school **permission slip**.

Please remember, for 2013, field trips must be scheduled between December 3– December 19. ALL JOB SHADOW FIELD TRIPS MUST BE REGISTERED & CALENDARED ONLINE NO LATER THAN FRI NOV 22. * = Required question on form.

1. **Student Name** *11th grade student mentee's name, first and last

2. **Mentor Name** *First and Last:

3. **Mentor's Company/ Organization** *Mentor's workplace (even if different than job shadow destination)

4. **Mentor Phone** *Please indicate a direct phone where mentor can be reached on day of job shadow (mobile # preferred):

5. **Destination** *List the specific name(s) of the location(s) you will visit together for the job shadow day:

6. **Address** *Indicate the address(es) of location(s) you will visit on the job shadow day:

7. **Date** *Write in the date of your job shadow field trip. IMPORTANT NOTE: For 2012, fieldtrips must be scheduled between the two-week window of Monday Nov. 5 – Fri. Nov. 16. Please note that Monday Nov. 12 is a school holiday for Veteran's Day, and both Wednesdays are "Early-Out" schedules, which means if a student has an extra-curricular activity, they may need to return to campus by 12:50, instead of 2:15 PM.

Day of Week: _____ Date: _____

8. **Start Time** *Indicate the meeting time (or when mentor will pick up student) on the day of the job shadow (must not be before 7:20 AM): _____

9. **End Time** *Indicate the end time (or when mentor will drop off student) on the day of the job shadow (must not be after 2:15 PM, may need to be before 12:50 if on a Wednesday.) _____

10. Periods Absent *Check **all** class periods below that student will miss on the day of the job shadow; this is important as students will need to obtain permission from their teachers in order to miss classes.

Period	Regular Time (M, Tu, Th, F)	Early Out Time (Wed. only)
<input type="checkbox"/> 1	7:20 -- 8:19 am	7:20 -- 8:05 am
<input type="checkbox"/> 2	8:24 -- 9:24 am	8:10 -- 8:55 am
<input type="checkbox"/> 3	9:29 --10:28 am	9:00 --9:45 am
<input type="checkbox"/> 4	10:33 -- 11:32 am	9:50 -- 10:35 am
<input type="checkbox"/> LUNCH	11:37 am -- 12:07 pm	10:40 -- 11:10 am
<input type="checkbox"/> 5	12:12 -- 1:11 pm	11:15 -- 12:00
<input type="checkbox"/> 6	1:16 -- 2:15 pm	12:05 -- 12:50 pm

11. Transportation *Method of transportation. Check all that apply from the list below to indicate how student and mentor will get to the job shadow destination and how they will return. (Mentors who are driving students in a personal vehicle must fill out and turn in the "Mentor Volunteer Use of Vehicle on School Business Form" prior to trip. This form can be found online or in the Mentor Handbook. Please complete, then fax, or e-mail, to Liz Rush).

- Mentor will pick up student from CHS.
- Mentor will pick up student from home.
- Student will meet mentor on location.
- Mentor will return student to CHS.
- Mentor will drop off student at home.
- Student will be picked up from location by parent.
- Other: _____

12. Dress Code *Please indicate what type of attire student needs to wear on the day of job shadow by checking all that apply below. Feel free to write in and describe attire, if needed.

- Formal business attire
- Business attire
- Business casual attire
- Casual
- No jeans
- Collar & tie required
- Closed-toe shoes
- Other: _____

13. To Bring: Please indicate what (if anything) student will need to bring with them on day of trip. Consider if they will need any of the following: ID? Lunch? Money? Pen & Paper? Comfortable shoes?

Other Info: Please indicate anything else important for student or Academy staff to know about this job shadow.



Job Shadow Career Interview Sheet (2 pages)

Directions: Students will use this sheet during Job Shadow Fieldtrip to obtain more information about their mentor's career. They should ask these questions orally and then record the answers. Students must turn in a copy of this for credit when they return from their Job Shadow.

Student Name: _____ Date: _____

Mentor Name: _____ Mentor's Job Title: _____

Career Field: _____ Job Shadow Location: _____

1. Give a brief explanation of your mentor's career:

2. Describe the workplace of your mentor:

3. What other types of employees work in close proximity to your mentor?

4. What types of tasks does your mentor perform on a daily basis? How many hours a week?

5. What level of education is necessary to obtain your mentor's career position? If a degree is necessary, what field should the degree be in? What other credentials or certificates are necessary?

6. What qualifications and/or personality traits are useful in his or her career?

7. What other jobs has your mentor had that may have helped them obtain this career?

8. How long did it take your mentor to get the position they have now?

9. What is the income range for your mentor's career? Is it salary or hourly?

10. What types of benefits or retirement plans come with this career?

11. What is the occupational outlook for this career? Has it been affected by the recent economic crisis?

12. What does your mentor like about his or her job?

13. What does your mentor think is challenging about his or her job?

14. What steps does your mentor recommend you take if you want a career like theirs?



11th Grade Mentor Program Meeting #5 Agenda

Academic Reflection

Thursday, January 16, 2014, 12:10 - 1:15 P.M. (Per.5)

Purpose: To encourage you to reflect on academics this semester in order to identify areas of weakness and ways to prepare for upcoming semester finals.

Preparation/Materials: Prior to meeting, review your academic progress and bring your estimated grades to the meeting.

1. Brainteaser: All-Mentor/Student Competition (10 minutes)

Student Directions: Before your formal one-on-one meeting today, we will all participate in a friendly, competitive brainteaser activity, in order to “let loose a little steam.” You and your mentor will get to work with one other mentor-student pair. This activity will be directed by the AOB staff, so you do not need to prepare for it. There will be prizes announced at the end of the session for the winning group(s)!

2. Catch-Up Time (10 minutes)

Student Directions: Spend some time catching up. What’s new with each of you? How was the holiday and/or winter break? How are you doing on your goals? How are you feeling about the end of this first semester?

3. Academic Reflection: Semester Grade Predictions & Finals Prep (25-30 minutes)

Student Directions: Now, you will be focusing on and sharing about academics and preparing for the end of the semester. You can discuss any or all of the following questions:

- A. *As of today, what would you predict would be your grade in each class at the end of the semester? How do you feel about these?*
- B. *What has been challenging this semester? What have you done about it?*
- C. *What has been easy or rewarding this semester?*
- D. *Have you met any of the individual academic goals set earlier this year?*
- E. *What specific steps do you need to take over the next two weeks in order get the highest permanent grades possible on your semester report card?*
- F. *How do you plan to study for your end-of-semester exams? What resources can you take advantage of at CHS?*
- G. *Looking back, is there anything you would have done differently this semester? Is there anything you want to change in your habits or efforts next semester?*
- H. *What progress have you made on your goals thus far? What is left to achieve?*

4. Brainteaser Winners & Prizes (5 minutes)

The ACADEMY Staff will announce the winners of the brainteaser competitions and hand out prizes for the last five minutes of this session.



11th Grade Mentor Program Meeting #6 Agenda

Resume Review & Interview Techniques

Thursday, February 20, 2014, 12:10 - 1:15 P.M. (Per.5)

Purpose: To prepare for your mock job interview assignment (and therefore a real job interview!) by asking your mentor to review and revise your resume. You will also get help from them on practicing effective answer techniques to sample job interview questions.

Preparation/ Materials For Student: Dress To Impress. Bring your Student Guide Booklet and a pen. Bring a draft of your resume. Preview the provided reference materials that you may wish to use during this meeting including the: *Resume Checklist*, *Great Action Words*, *Commonly Asked Interview Questions*, and *Mock Interview Assessment Rubric* resources located in the pages following today's agenda in your handbook.

1. Catch-Up & Updates (5 minutes)

Student Directions: Spend a few minutes catching up and following up on goals set at the beginning of year. How are you doing in classes? What's going well? What's a struggle? Explain the Mock Interview assignment to your mentor.

2. Resume Review & Revision (20 minutes)

Student Directions: Your mentor might have a sample of his or her own resume to show and discuss with you. You should have also brought a draft of your resume. Look over your resume together and discuss how to strengthen it. Attention should be given to: correcting any errors, updating, adding information that helps market skills, and discussing how to make the formatting unique and professional. You can also refer to the *Resume Checklist* and *Great Action Words* pages (included in this booklet) to double-check that resumes are presentable (Remember, you are being graded on your resume as well as the interview!)

3. Interview Question Preparation & Practice (30 minutes)

Student Directions:

We know students often struggle with giving thorough answers to interview questions. Refer to the list of *Commonly Asked Interview Questions* (included in this handbook) and prepare some good answers. If there is time, you can even practice by having your mentor randomly select a question or two and ask you to respond as if it is a real interview.

*Please Note: You can preview the form volunteers use in Mock Interviews to grade you by viewing the "Mock Interview Assessment Rubric" in this handbook.



Resume Checklist

Use this checklist during Meeting 6 (as needed) as a resource to make sure your student has a paid attention to detail in their working resume.

Appearance

A résumé's appearance should be **professional**, **appealing to the eye**, and **easy-to-read**. Check:

- My resume fits onto one page only (tip: play with margins, font size, etc. to get it right).
- My resume fills the entire page (tip: if not, it makes you look under-qualified; add more detail to each topic, change font, use of bullets, etc. to help fill page with your information)
- My bullet points match, line up, and my font is the same with minor variations throughout
- All of my indented information lines up vertically
- All of my information is spaced in an easy-to-read manner; categories are clearly divided
- My resume formatting is original and creative (Stands out! Doesn't look like all the others!)

Organization and Content

A resume should have **specific information** that is grouped neatly by **category**. Check:

- In my "Education" section, I have listed several courses, especially including electives applicable to the job you are applying for, like Business Management.
- In my "Work Experience" section, I have put my present or most recent job first
- In my "Work Experience" section, I have given the date, location, company name, job position title, and duties. **I have made sure to give detailed descriptions of skills or duties I used while working.**
- In my "Qualifications or Skills" section, I have listed items that are good descriptors of my personality; I have used powerful adjectives and action words and included examples of each.
- In my "Qualifications" section, I have made sure to include information about skills that are useful in any workplace such as: knowledge of computer programs, typing speed, bilingual ability, etc.

Mechanics and Word-Choice

A resume should be **completely free of errors** in punctuation, capitalization and spelling. Check:

- My address and phone number are punctuated correctly.
- All of my titles and proper nouns (names of school, club, workplace, etc) are capitalized.
- All of my dates include the full year (not '13, but 2013).
- I have used formal language in my resume, not slang terms or unexplained abbreviations.
- I have used strong, vocabulary that is original and not repetitive
- I have not used "I" or "me" anywhere in my resume.
- I have avoided broad, overused terms like: "good worker," "nice."
- I have spell-checked and proofread my resume at least 3 times.



Great Action Words for Resumes

RESEARCHING

collected
consulted
evaluated
examined
experimented
identified
inspected
interpreted
interviewed
investigated
obtained
organized
reviewed
searched
summarized
surveyed

TEACHING

advised
clarified
coached
communicated
coordinated
corrected
developed
enabled
encouraged
evaluated
explained
guided
informed
initiated
instructed
persuaded
set goals
trained

HELPING

assisted
clarified
coached
counseled
demonstrated
educated
guided
motivated
referred
supported

CREATING

acted
conceived
created
customized
designed
developed
established
fashioned
illustrated
improved
initiated
introduced
invented
originated
performed
planned
redesigned
reshaped
revitalized
shaped

MANAGING

accomplished
analyzed
attained
conducted
consolidated
contacted
coordinated
developed
directed
established
evaluated
exceeded
headed
improved
increased
initiated
organized
oversaw
planned
prioritized
produced
scheduled
strengthened
trimmed

TECHNICAL

assembled
built
calculated
computed
configured
designed
determined
devised
eliminated
enhanced
fabricated
installed
maintained
operated
overhauled
programmed
reduced
refined
remodeled
repaired
retrieved
solved
trained
upgraded

CLERICAL

approved
arranged
catalogued
classified
collected
compared
compiled
completed
distributed
enlarged
implemented
inspected
monitored
operated
organized
prepared
processed
recorded
retrieved
screened
specified
sorted
tabulated
validated

COMMUNICATING

addressed
arranged
convinced
corresponded
developed
directed
drafted
edited
enlisted
influenced
interpreted
negotiated
participated
persuaded
presented
promoted
proposed
related
secured
sold
spoke
translated
wrote



Commonly Asked Job Interview Questions

Your student needs to prepare for a practice job interview. Many of these listed questions will be used during the mock interviews. Discuss good answers to the questions. Feel free to explore other questions that are commonly asked at job interviews. Encourage students to prepare answers to each question by providing evidence or telling a story that illustrates his/her point.

1. Tell us about yourself.
2. Why do you want to work for this company and what skills will you bring to the job?
3. Give an example of a goal you had to set and tell me about your progress in reaching that goal.
4. What are your strengths as a person?
5. What is one of your greatest weaknesses and how are you trying to overcome it?
6. Tell about a time when you had to use your spoken/ verbal communication skills in order to get a point across that was important to you.
7. How do you keep yourself energized and positive?
8. Have you ever had a conflict with a boss, coworker, professor, or teacher? How was it resolved?
9. Give an example of a time when you had to contribute toward a team environment. Be specific.
10. Describe one of your biggest accomplishments.
11. Explain a time you failed in a situation; what did you learn from it?
12. Describe a problem situation and how you solved it.
13. Describe your experience with computers, technology, and/or software.



Mock Interview Assessment Rubric

Interviewee: _____ Interviewer: _____

Score: 1= far below standard 2=below standard 3=meets standard 4= above standard 5 = far exceeds standard

CATEGORY	SCORE	COMMENTS
I. RESUME		
<ul style="list-style-type: none"> Is resume professional and neat? Is resume free of errors? Does resume “sell” examples of transferable skills? 	1 2 3 4 5	
II. APPEARANCE AND POISE:		
<ul style="list-style-type: none"> Is interviewee punctual? Is interviewee dressed professionally and appropriately? Does the interviewee appear confident and poised? Does interviewee maintain good posture? Does interviewee make eye-contact? Does the interviewee give an appropriate handshake? 	1 2 3 4 5	
III. SKILL PRESENTATION:		
<ul style="list-style-type: none"> Does interviewee answer content of each question? Does interviewee “sell” their skills? Does interviewee appear prepared and knowledgeable about the position they are applying for? Does interviewee reference items on their resume? Does interviewee appear to give straightforward, honest responses? Does interviewee come across as someone who can work well with others? 	1 2 3 4 5	
IV. DELIVERY AND LANGUAGE:		
<ul style="list-style-type: none"> Does interviewee use proper language and enunciate their responses? Is the interviewee professional, and mature throughout the interview? Does the interviewee answer questions with appropriate wait time? Does interviewee avoid distracting mannerisms and phrases? (“ums”, tapping, hair twirling, etc.) 	1 2 3 4 5	

Total Score out of 20 pts. possible: _____



11th Grade Mentor Program Meeting # 7 Agenda

Future Planning

Thursday, March 20, 2014, 12:10 - 1:15 P.M. (Per.5)

Purpose: To look ahead and plan meaningful activities for the summer and to set goals for senior year that will prepare you for life after graduation.

Preparation/ Materials: Dress to Impress. Bring your Student Handbook and a pen to the meeting. Preview the *Future Planning Worksheet*.

1. Update on Student Goals (5-10 minutes)

Student Directions: Tell your mentor about any steps you have taken towards the goals that were set in Meeting 2. How are you doing? Refer back to the SMART Goals Action Plan Sheets. Discuss progress. Check off any steps that have been completed. Have any of the goals been accomplished? What else needs to be done to reach the goals that are left? At the end of this meeting, make any adjustments or suggestions necessary to continue pursuing the goals that were set. Also, be sure to share with your mentor how you did on your mock interview, if you haven't already.

2. Future Plans (35 minutes)

Student Directions: You are now getting close to completing your junior year! This spring break, summer and next year will be a critical transitional time as you are preparing for college, work, graduation and the "real world." Using the *Future Planning Worksheet* (two pages) as a discussion guide, talk about and answer each question with your mentor. Let your mentor help you put some careful thought into how you can effectively use your time and resources over the next year in order to prepare for the major life changes to come!

3. Request for Letter of Reference (5 minutes)

Student Directions: If you feel you have been a dedicated mentee and made a good impression this year on your mentor, ask him or her to consider writing you a letter of reference that they can bring to your last meeting. Remind them that there is a template for a reference letter included in this packet. Give them any details they ask for and continue to follow-up with e-mail.



Future Planning Worksheet – Page 1

Use this worksheet to help students put some thought into how they can start preparing for next year and, ultimately, graduation. Both student and mentor should write down answers to the questions below in his or her own handbook.

Part 1: Summer Plans & Goals

1A. How is the student planning to spend his or her time this spring break? Summer? Explain.

1B. What additional or enriching activities could the student participate in to help prepare for senior year, college, or the “real world”? Brainstorm. (Example activities: do community service, get an internship, work a job, visit colleges, take a summer course, study for the SAT, do a summer program, etc). List ideas here:

1C. What steps should the student take immediately (before summer begins) and later (during the summer) to successfully follow through and complete the activities listed above in question 2?



Future Planning Worksheet - Page 2

Part 2: Looking Ahead to Senior Year & Graduation

2A. What is the student thinking about doing when they graduate CHS? (Community college? University? Job force? Vocational school? Military? Other?) What brought him/her to this decision? What factors will affect the final decision?

2B. What resources are available to the student or should the student seek out in order to prepare him or herself for their post-graduation goals above? Where/how can students take advantage of these resources?

2C. What specific goals (academic or personal) can the student set for senior year to help him/her graduate and meet their post-graduation goals? List below:



11th Grade Mentor Program Meeting #8 Agenda

Community Service Project:

All Mentor/Student Fieldtrip

Tentative: Thursday, April 17, 2013, 9:30 A.M.- 1:30 P.M.

Purpose: To understand the important of volunteering in one's community; to close the year with a memorable bonding activity; to kick off the AOB End-of-Year Social Entrepreneur Project

Important Background for this Meeting:

For the month of May, you will be participating in a cross-curricular problem-based learning project written by AOB Staff. The project is titled "The Social Entrepreneur" and will overlap three of the students' courses: Business Management Ownership, Expository Reading & Writing, and U.S. History.

For this project, you will explore the concept of using business skills to better the community. The main objective is to work in teams to critically think through the complexities of launching a new venture (non-profit) to bring about positive social change in the surrounding neighborhood. You will be asked to identify a problem you are concerned about in the community, and then research the problem, partnering with local existing non-profits and charities. Finally, you will write a business plan as if you are starting up a new non-profit that seeks to solve that social problem. You will do a formal presentation at the end of the project to a board of business volunteers, who will assess your plan and determine "funding."

In order to launch the project, AOB staff will be partnering with non-profit organizations to set up a large-scale, off-campus community service activity for all AOB junior students and their mentors. This will entail taking a fieldtrip on a school day; AOB staff will coordinate and supervise the activity and trip. This volunteer activity will serve as an interactive way to introduce students to the concepts they will address for the next several weeks in the Social Entrepreneur Project. AOB believes the activity will be especially meaningful if you have the opportunity to volunteer alongside your mentor.

Volunteer Activity Fieldtrip

The activity details and location are still being planned. More information will be given out as soon as the activity is officially scheduled. A tentative fieldtrip schedule will look something like this:

8:30 A.M. Meet at Clairemont High School to set up/explain activity and divide into cars

9:00 A.M. – 12:00 P.M. Drive to nearby location and participate in TBA volunteer activity

12:00 – 1:00 P.M. Debrief & lunch all together

1:00 – 1:15 P.M. Carpool back to Clairemont High School



11th Grade Mentor Program Meeting #9 Agenda Luncheon & Recognition

Thursday, May 15, 2013, 12:00 – 1:15 P.M.

Purpose: To recognize mentor and student, celebrate this year's progress, and eat lunch together!

Preparation/ Materials: Dress to Impress. Bring your Student Guide and a pen. Bring your mentor's award & photo frame. Bring your completed thank you letter (see template in this booklet). If you have anything else personal you want to give your mentor, such as present, please bring it to this meeting.

1. Thank-You Luncheon

This second-to-last meeting will begin with a thank you luncheon; students and mentors will have the chance to eat together and reflect on the progress made this school year.

2. Assessment of Year's Progress (15-20 minutes)

Student Directions: Spend some time assessing the end of the year. How is the Social Entrepreneur Project going? How are academics? How has the future planning been going? How was the SAT and other tests? Revisit your goal sheet from the second mentor meeting. Have any of these goals been accomplished? Why or why not? Check off goals that have been met. What accomplishments should you be proud of as this school year closes? How do you feel about next year?

3. Closing & Future Contact (5-10 minutes)

Student Directions: Discuss your participation in the mentorship program. How have each of you benefited from knowing each other? How might you stay in contact in the future (keeping in mind that the official mentorship has ended). Can you contact the mentor in the future if you need a lead finding a job or internship? Sign and exchange: certificates, pictures, thank you letters, business cards, etc.

4. Mentor and Student Recognition (20 minutes)

Mentors and students will be recognized by the ACADEMY staff and awarded certificates for completing the mentor program.

5. Mentor Program Feedback Form (10 minutes)

After the meeting, we will ask you to fill out a Mentor Program Feedback Form. If you'd like to preview the questions we will ask, see the form included in this booklet.

6. Invitation to Attend ACADEMY Annual Banquet and Finals Presentations

Invite your mentor to the AOB End of Year Banquet. This annual event is a formal banquet for all AOBT students, parents, staff, and program volunteers. It is held every year in early June at the Bali Hai Restaurant on Shelter Island. Exact date and times TBA. At the event, we eat dinner, watch a slideshow of the year, and present awards and scholarships. It is a beautiful evening and all students and mentors are welcome to attend!

Invite your mentor to come watch your finals on the last day of school. You will be presenting a "Personal Business Plan. (more on this later!)"



Academy of Business 11th Grade Mentoring Program Mentor Program Feedback Form

Student Name:

Mentor Name:

Business / Company:

- 1. What was your overall reaction to participating in the AOB Mentorship Program (be honest!)?**
- 2. Do you feel you and your mentor were well-matched? Explain.**
- 3. Where did your mentor take you for a job shadow? How was the experience?**
- 4. What do you feel your mentor taught you or helped you with?**
- 5. Was your mentor reliable (did they show up on time, remember meetings, respond to e-mails, etc.)?**
- 6. Would you recommend we ask this mentor to participate in the program next year and mentor another AOBT Student? Explain.**
- 7. What changes to the mentor program should we make in order to make this program more effective?**

May 15, 2012

Dear [insert your mentor's name]:

Paragraph 1: "I would like to thank you for volunteering to be my mentor during this 2013-14 school year." *[Continue with a few sentences by discussing generally/overall how the experience was for you, what you think you had in common, what attributes you like about them, etc.]*

Paragraph 2: "One specific thing I think I learned from you this year was..." *[continue by writing a few sentences about something specific that your mentor taught you, helped you with, or did for you that might help you in the future. Be specific.]*

Paragraph 3: "Another lesson/ meaningful experience you gave me was..." *continue by writing a few sentences about something else specific that your mentor taught you, helped you with, or did for you that might help you in the future. Be specific.]*

Paragraph 4: "Some of my best memories from this year were..." *[continue by writing a few sentences that express good experiences you had with your mentor that stand out and why/ how they have impacted you.]*

Paragraph 5: "I know that I learned a lot from this experience. I hope that in the future, I might be able to stay in contact with you..." *[end by discussing how you may want to contact them in the future for advice, help finding an internship, a job reference, etc. Thank them one last time.]*

Sincerely,

Your Signature (in pen)

[Type your full name]

EXAMPLE THANK YOU LETTER TO MENTOR

May 18, 2013

Dear Kate,

Thank you from the bottom of my heart for volunteering and being my mentor; it's been an awesome experience. Now it's time for our last mentor meeting and it's a melancholy feeling because this means two things, on we'll no longer have mentor meetings, and two, the year is coming to an end, and I'll soon be a senior getting ready to graduate. We've set goals to better my GPA and prepare me for college and it wouldn't have happened if you weren't there supporting me and pushing me to strive for the best.

There's been no better feeling than the one I've gotten by completing all the goals we've set. I'm ready for senior year and I'm confident, due to your encouragement and keeping me on track. I've learned from this experience that college is important, and I have to work for what I want. Although the work doesn't always come easily, I will tackle every challenge that comes my way.

Kate, you've taught me great skills and also brought skills that I didn't know about myself to my attention. I've worked on being more efficient with getting my work done. I also learned that I'm very detail-oriented, a creative problem solver, and very resourceful...all thanks to you, Kate!

I'll always look up to you for help because I haven't met someone as young and successful as you. I'm honored to have worked with someone as brilliant as you. I always look back to the PowerPoint I made on your journey to success as an inspiration.

This experience was new to both of us and I have to add that it was a great one. From the first mentor meeting where I was searching for the Puerto Rican mentor, the job shadow, where I felt like I was in this huge maze at JFS, and our field trip to Feeding America. In addition, the countless emails were all the steps to our new relationship, and I will continue to keep in contact with you. Thank you again for such a great experience Kate!

Sincerely,

Marissa



11th Grade Mentor Program Meeting #10 Agenda

Finals Presentations

Thursday, June 12, 2013, 9:30 – 11:30 AM

Purpose: To present your Personal Business Plan to your class, teachers, and mentors

Preparation/ Materials: Prior to meeting: this will not be an actual “meeting,” but we will be inviting your mentors to watch you present on the last day of school!

1. Finals Presentations:

You will write out a short speech expressing a personal mission statement and plan that looks forward to your upcoming senior year, graduation, and next steps into the “real world.” Each student will speak for one minute and 30 seconds. You will get to watch the other presentations, and communicate with your mentor after the event.

2. Mentor Program Closing & Follow Up:

This is the last official meeting of the Academy Mentoring Program for 2013-14, but if you formed a meaningful bond, we encourage you to keep in touch with your mentor through the summer and fall of next year as you apply for colleges and prepare to graduate! Our mentors love hearing from their mentees, and they are usually very eager to keep in touch to hear how you are doing.

Notes

Notes
