



Virtual Mentor Handbook

Temescal Canyon High School
Health & Medical Careers Academy

11th Grade Mentoring Program

2020-2021

Mentor Name: _____

Student Name: _____

A note from the Academy directors...

The Health and Medical Careers Academy has been a fixture at Temescal Canyon High School for 11-years. Over the years we have seen our little Academy grow from a program where we had to practically plead with students to join, to a vibrant bustling program that hundreds of eighth graders apply to be a part of every year. We are so appreciative of the pioneers of this Academy, including former Director Jessica Nelson, who created this very same mentor program you have so graciously volunteered to be a part of. We are also so very appreciative of you, our community volunteers and partners. This year we have a team of mentors unlike any group we've ever had before, and that's exciting. When life gives you lemons you make lemonade, and that is what we have done as we embark on a new mentor program journey this Fall. Will there be speed bumps and technological glitches we encounter? Absolutely. Will the students take a little more time to warm up to you? Maybe. What I do know, is that these are great students, and they are deeply impacted by this global tumult. Your caring nature and your willingness to commit in a time when literally everyone is desperate to scale back commitments is admirable, amazing, and we cannot thank you enough.

Sincerely,

Melissa Fink

C. Lee Lovingood

Melissa B. Fink and C. Lee Lovingood

HMCA Directors



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CONTACT INFO & REFERENCE SHEET FOR MENTORS

TEMESCAL CANYON HIGH SCHOOL INFO:

Office Hours: 7:00 a.m. - 3:30 p.m.

Address: 28755 El Toro Road, Lake Elsinore, CA 92532

Phone Number: 951-253-7250

Website: <http://tch.leusd.k12.ca.us>

Period	Time
1	7:30 - 8:28 a.m.
2	8:33 - 9:39 a.m.
BREAK	9:39 - 9:49 a.m.
3	9:54 - 10:52 a.m.
4	10:57 - 11:55 a.m.
LUNCH	11:55 - 12:25 p.m.
5	12:30 - 1:28 p.m.
6	1:33 - 2:30 p.m.

* THE 2020-21 BELL SCHEDULE WILL MOST LIKELY CHANGE IN THE SECOND SEMESTER, IT WILL NOT IMPACT OUR MENTOR MEETING SCHEDULE, BUT WHEN A NEW SCHEDULE IS IMPLEMENTED I WILL LET YOU KNOW, JUST TO KEEP YOU INFORMED OF WHAT YOUR MENTEES DAY-TO-DAY LOOKS LIKE.

MENTOR PROGRAM DIRECTOR CONTACT INFO:

Director: C. Lee Lovingood

Email: Charles.Lovingood@leusd.k12.ca.us

Cell Phone: 850-570-3479

STUDENT MENTEE CONTACT INFO:

Name: _____ **Birthdate:** _____

E-mail: _____ **Cell Phone:** _____

Parents' Names: _____ **Home Phone:** _____

Favorite Holiday(s): _____

Favorite Foods/Activities: _____

Other useful info: _____

SECTION I: OVERVIEW AND OBJECTIVES OF MENTORING

1.1 - PROGRAM OVERVIEW

The students participating in the Health and Medical Careers Academy (HMCA) Mentorship Program are all high school juniors in the Health & Medical Careers Academy at Temescal Canyon High School. Each student is paired with an adult mentor. By having both mentor and student fill out the mentor matching survey, the HMCA 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, we feel students benefit immensely from learning about a career in the “real world,” even if it is one they will not pursue.

For mentors, the Mentorship Program is a one-year commitment consisting of monthly scheduled meetings which cover topics such as goal setting, academic progress, career research, and résumé building. Most of these are one-hour meetings that will take place virtually for the 2020/21 school year. The agendas provided later in this handbook give detailed instructions about each meeting. The dates and times of all the scheduled meetings found further into the handbook are for your planning purposes.

1.2 - PURPOSE AND OBJECTIVES OF THE HMCA 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 Health & Medical Careers Academy Mentoring Program was founded on this ideology. Our students in the Academy at Temescal Canyon High School are adolescents who like all young people need varied levels of assistance in developing their career goals and skills. They each have outstanding potential, but unfortunately, some of them have not been presented with all the opportunities life has to offer. The Mentor Program is one of the most powerful ways to expose students to successful professional role models who can help encourage them and guide them in their future career path.

Purpose of Mentoring Program:

- To create meaningful partnerships between school and community
- To help students redirect their lives
- To invest in the future of our community by investing in its youth
- To make a difference in the life of a young person and therefore the world

Objectives for the Student:

- Develop awareness of business and career opportunities
- Improve self-esteem
- Practice effective goal-setting
- Increase knowledge of the relationship between school and work
- Establish a professional relationship with a successful, working adult
- Increase one's ability to contribute to society

Objectives for the Mentor:

- Make a difference in a student's life and the school system
- Share interests and hard-won wisdom
- Contribute to higher percentage of successful graduates
- Increase the number of successful citizens and employees in California
- Help develop responsible future employees
- Feel personal satisfaction

SECTION II: DEFINING THE MENTOR EXPERIENCE

Mentoring is exciting, challenging and rewarding. It holds great promise for helping young people in a meaningful way. Caring mentors offer support, consistency, and a chance for a young person to develop the knowledge and skills needed to reach their fullest potential. Mentors have the opportunity to pass on values, lessons learned and social skills from their generation to the next. Given the realities of our public high schools and the difficulties associated with adolescence, mentoring may not be "smooth sailing." It is an experience, however, through which both mentor and mentee can learn and change. As a mentor, you can be absolutely certain that you will make a difference.

2.1 - WHAT IS A MENTOR?

A mentor is:

- a responsible adult
- a trusted guide
- a good listener
- a reliable role model
- a personal 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

2.2 - BENEFITS TO MENTEES

Mentors frequently ask: "Am I making a difference? What are the signs of progress that can be considered successful in a mentor/mentee relationship?" For some, it may be ten years before a "former" mentee looks back in retrospect, and says, "You know who made a difference in my life? My Mentor." However, listed below are some signs of success which mentors or teachers may observe in mentees as a result of the relationship.

- Improved school motivation
- Improved eye contact
- More volunteering in class
- Increased communication
- More smiles
- Improved interaction with peers

2.3 - BENEFITS TO MENTORS

Mentors make a difference in the lives of young people. The one-on-one relationship with a student mentee may also provide personal benefits to the mentor such as:

- More satisfaction when they return to the work place
- Personal fulfillment gained by volunteering in the community
- A greater understanding of the educational system and education-related issues
- Appreciation for students of the same and other cultures
- Satisfaction of impacting a student's life

2.4 - THE RESPONSIBILITIES OF AN HMCA MENTOR

Once committed to mentoring, mentors should recognize that they will have a significant impact on his or her student's life. Throughout the mentoring process, mentors are expected to:

Make time. The most important responsibility of the mentor is being reliable and showing up to every meeting. Since mentors have all the dates and times in advance, we ask that they commit to coming to every meeting. It is very difficult for students to watch their peers meet with their mentors without getting to participate. That being said, these times are complex, you all are busy, flexibility is the key to success and fulfillment.

In case of an unavoidable conflict, we ask that mentors schedule an alternate meeting date with students during the same week, and, if possible, notify the student and the HMCA coordinator at least one week prior to the missed meeting, so we can get an alternate

Be reliable. A commitment made to a mentee for a meeting, activity, or contact should be a mentor's priority, barring emergencies. Consistent accountability builds trust, establishes a positive example, and creates constructive mutual expectations. Mentors should be on time to every meeting and communicate with the coordinator if there is a conflict. Mentors are also expected to reply to student e-mails in a timely manner.

Be prepared. The meeting agendas have already been prepared, but in order to make the best use of time with your student, it is always a good idea to prepare for all meetings by reading through the agenda materials ahead of time.

Be a role model. Role modeling involves pointing out, demonstrating and explaining actions and values that offer the best opportunities for success and happiness and helping mentees see and strive for possibilities beyond what they may see in their present environment.

Listen. Keep an open mind. Other adults in a young person's life may not have the time, interest, or ability to listen. Mentors should encourage young people to talk about their fears, dreams, and concerns. A mentor may, in fact, be the only adult in the mentee's life that truly listens.

Encourage. Mentors should help the mentee build self-confidence, self-esteem, and cultural pride by focusing on talents, assets, and strengths.

SECTION III: EFFECTIVE MENTORING RELATIONSHIPS

What is an effective mentoring relationship? In a recent study, Public/Private Ventures attempted to define effective adult/youth relationships and determine if such relationships do in fact develop in an intergenerational setting. Based on this study, the following are recommended strategies for interacting with youth:

1. UNDERSTAND THE YOUTH'S RELUCTANCE TO TRUST. Many young people have been disappointed by previous relationships with adults. It may take a while for the mentee to overcome hesitance and develop trust.

2. VIEW THE PURPOSE OF THIS PROGRAM AS THAT OF GIVING; understand that initially the relationship may be one-directional.

3. OFFER REASSURANCE, SUPPORT, AND KINDNESS; show caring for and belief in the mentee. Too many young people rarely hear someone tell them they really care and want to listen with concern. Attempt to understand the young person's family, social class, and culture.

4. SUGGEST WAYS TO SOLVE PROBLEMS. Whenever possible, approach issues and problems in a positive way by building on related strengths that the mentee may have demonstrated. For example, if reading is a problem, start by reading about things of interest to the mentee.

5. LISTEN CAREFULLY AND OFFER POSSIBLE SOLUTIONS WITHOUT PASSING JUDGEMENT. Try to relate to the mentee's personal experiences by giving examples of your own. Practical suggestions rather than criticism or preaching are most helpful. Try to think of ways together to solve problems rather than lecturing the student on what should be done.

6. HELP THE MENTEE MAKE THE CONNECTION BETWEEN HIS/HER ACTIONS OF TODAY AND THE DREAMS AND GOALS OF TOMORROW. For example, if the mentee dreams of graduating with classmates, point out how skipping school will affect the chances of completing school on schedule, if at all. Bring in examples of others who have struggled that are real to the student, such as a local hero or community leader.

7. IDENTIFY THE MENTEE'S INTERESTS AND TAKE THEM SERIOUSLY. Be aware of learning opportunities and "teachable moments." If the mentee expresses an interest in someone or something, no matter how slight, take advantage of the situation and encourage the interest. Over time the mentee may learn to be aware of and creative with his or her potential. For example, if interest is expressed in a local politician, try to arrange to hear the politician speak or clip news articles about that person for the mentee to read. Think of ways to transform a casual interest into a learning experience using your energy and connections

8. DO NOT IMMEDIATELY ASK THE MENTEE TO DISCUSS VERY PERSONAL ISSUES. Delving into the young person's deep personal or family life, particularly early in the relationship, is usually not productive. The mentee may be ashamed of a poor school performance, a past mistake, or abusive family behavior. These topics may be appropriate later when trust has been developed. If there is resistance, do not press; silence does not necessarily mean rejection. *It is important not to measure a relationship's success by the extent of the youth's disclosure.*

9. ON THE OTHER HAND, THE MENTEE MAY SHARE A GREAT DEAL WITHOUT ANY PROMPTING OR INQUIRY. You may even be hearing more than you want to know at first, especially about other family members. This is usually truer with young teens than mid to older adolescents. Try to determine why this information is being given so early and fully. The mentee may be seeking advice or may just be making conversation. There is also the possibility that the young person is testing to see if you are "shock proof."

10. HAVE REALISTIC EXPECTATIONS. Mentors may be discouraged when the mentee is not "turning his life around" or making great improvements. Mentors certainly have an impact on youth, but it is unlikely that he or she will be immediately transformed by this relationship. There are nonetheless signs of progress. Adjust expectations and understand that the mentee may not always express gratitude directly.

SECTION IV: RELATIONSHIP DEVELOPMENTAL PROCESS

Typically, the mentor-student relationship goes through **three stages**: (1) developing trust, (2) reaching goals and (3) ending the relationship.

STAGE 1: THE BEGINNING — BUILDING TRUST

“Mentoring kids is like a big puzzle. You have to keep trying things until you find something that works.” Building trust can take weeks. One of the best ways to build trust is to model how to open up by trusting your student and sharing things about your own life with them. Another great method is to help your mentee accomplish something that is important to him/her. But at the beginning of any relationship, there is always a trial period. In this initial phase, you may experience some of the following:

Testing: Initially, and particularly if the mentee is from an unstable background where they have been repeatedly disappointed by adults, mentees may go through a testing period. They may be slow to give their trust because they expect the inconsistency and lack of commitment they have received in the past. The mentor’s trustworthiness and commitment may be tested for the first few meetings. Once the mentor “passes” the test, the real relationship can begin. Though this difficult state will not occur in all relationships, it is important for you to be prepared, understand, and refrain from personalizing this “test” as much as possible. During the testing phase you may expect mentees to:

- Be shy or quiet
- Fail to return e-mails promptly
- Look uncomfortable during meetings
- Display sullen, unresponsive, or inconsistent behavior

Remember the issue is not whether the mentee likes the mentor, they are protecting themselves from disappointment. From their perspective not having a relationship at all seems better than trusting, and losing someone. Your mentee may come from a family where nothing can be taken for granted.

- People living in the household may come and go
- Frequent moves may occur during the course of a year
- Finances may be a constant struggle

Predictability can build trust. You can help by being consistent. Be on time for meetings, bring promised information and materials, and follow through on all agreements that you make with your mentee. One misstep at this state, though it may seem trivial to you as a responsible adult, can have great importance in a negative sense to your mentee.

STAGE 2: THE MIDDLE — REACHING GOALS

After the initial testing stage, you and your student mentee will probably reach a point where you are comfortable with each other. This is a time of closeness in the relationship. In general, mentees at this stage will tend to view their mentors as:

- Trustworthy
- An advisor
- A Confidante
- Someone to talk to
- Supportive
- A sounding board
- Important in their lives

This is the mentor’s golden opportunity to capitalize on the trust they’ve built. Mentors will have the chance to really make a difference in their student’s motivation-level, educational success, and self-esteem. Students may begin to open

up more about their struggles and be very responsive to the mentor's advice. Mentors should be keenly aware that every meeting during this stage has the potential to be extremely productive. Now, mentors can really start to challenge their student to meet his or her goals they can also hold their student accountable for areas of laziness or needed improvements because the student knows that the mentor has his/her best interest in mind. In this phase of the relationship, mentors are encouraged to:

- Expect excellence from their student in terms of effort, reliable communication, and follow-through
- Give honest feedback to student about his/her work, unmet goals, and areas for improvement
- Continue to lavish their student with positive reinforcement for baby steps towards goals
- Challenge their student to try new avenues or to reach even higher goals and hold him/her accountable to high standards in these areas

In this second phase of the relationship, mentors may also begin to notice that their student is opening up about personal issues and may feel so comfortable that they might display rare behaviors such as:

- Behaving too informally or casually in meetings
- Confiding in the mentor about a family issue or friend/romance-related conflict
- Sharing with their mentor about a personal struggle that may be serious (drugs, abuse, etc.)
- Inviting the mentor to do things outside of the schedule meetings
- Becoming clingy or dependent on the mentor
- Contacting the mentor excessively or at inappropriate times
- Asking the mentor a question that is too personal

What should mentors do in these situations? First, remember that many students are still learning the fine line between personal and professional. The goal of the mentorship is to help the students establish a friendly, but professional, relationship with a positive role-model. They already have peers, friends, parents, and teachers with whom they can discuss very personal matters. We recommend keeping conversation focused on topics that revolve around school, career, future, and tools for success. This is not to say that the mentor should not show a vested interest in his or her mentee's personal life. If a student brings up something that is very personal, mentors should use discretion about whether to continue the conversation for the good of the student or lay down boundaries.

If a student asks you a question that is too personal, please explain to them gently that the topic is not really an appropriate one and explain why. Please do not tell the students that anything they say will be kept confidential. If a student says anything about being hurt, wanting to hurt him/herself, or someone else, or any sort of serious addiction or depression, please notify the HMCA Coordinator immediately and we will in turn notify the school counselors who will decide upon the appropriate course of action. Mentors should realize that, while it is a testament to the trust the student has in them to confide these sorts of things, they are not responsible for single-handedly solving any of the student's problems.

STAGE 3: THE END — COMPLETING THE MENTORSHIP

The last stage of the relationship is that of **closure**: recognizing your successes as well as failures and saying goodbye. Help the mentee plan for the future with or without your support. Be clear about your commitment from the beginning. If you choose to support your mentee after your initial "contract" ends, that is a bonus for you both. Near the end of the program, it may be good to have an informal discussion with your mentee about "where we were then, and where we are now."

If both student and mentor agree to meet further or stay in contact, we recommend doing so by clearly outlining parameters. Also, feel free to let the student know if you want them to keep in contact with you via e-mail if they ever need a recommendation or a lead finding an internship or job. Thank your mentee for the experience, for their willingness and their trust. If you have learned something new, share this with your mentee. Let them know they are valuable contributors to our society.

SECTION V: HELPFUL MENTOR GUIDELINES & TIPS

5.1 - LEADING SCHEDULED MEETINGS

- Keep the atmosphere professional, but not too formal. (A little fun mixed with learning goes a long way.)
- Be aware of cultural differences. A student's avoidance of eye contact with you may not be an indication of a lack of interest or dislike, but rather a cultural response. The student may be embarrassed by the lack of proficiency in a particular subject, their language skills, or they may just be shy.
- Take the initiative. Don't wait for the student to open up on his or her own.
- Encourage student to talk by asking them open-ended questions.
- Show a genuine interest in what your student has to say.
- Monitor student's progress toward educational goals by using realistic expectations.
- Encourage the student to do research outside of the meetings and then report back to you.
- Encourage the student to try even when work appears too difficult. Do not tell the student, "I know you can do it because it is easy." Instead, tell the student that it may be difficult, but that you think he/she can do it.
- Focus on the student's strengths and potential, rather than limitations. Let the student make his or her own decisions; assist by listing options.
- Don't be afraid to admit that you don't know something. Use the opportunity to show your student how to access and use the resources that contain answers.

5.2 - DEALING WITH COMMUNICATION BARRIERS

Students Who Are Reluctant to Talk: During the mentor meetings, you may find that your student is shy or reluctant to talk at first. Please keep in mind that students will be naturally intimidated to speak face-to-face to an adult for one whole hour! How things will be different in this new virtual environment remains to be seen, maybe mentees will be more willing to talk, maybe they'll be more shy, we just aren't sure! Having whole conversations with a professional will definitely be a new (and important) experience for many of our students. We ask that you keep these things in mind during your meetings. Sometimes, it may be frustrating if a student doesn't appear to want to talk, but we urge mentors to remember that students have to be *taught* how to be effective communicators. The best way to encourage students to speak up is to ease the tension by speaking a lot about yourself, not showing irritation or impatience at their shyness, and asking them many questions about their lives. After some time, we guarantee your student will open up. Also, keep in mind that even if a student is not very talkative, it does not mean they are not benefiting from the mentorship. Some of our quietest students have been the ones who have expressed the greatest benefit from our Academy.

Students Who Appear Distracted: During meetings or events, your student may appear distracted or uninterested. First, mentors must remember that many times a student may appear this way but may actually be paying more attention than you think (trust me on this, sometimes the kids who are most engaged in class seem to be the ones who are on entirely different planet). Some of our students need guidance on good listening skills. Mentors should not be afraid to remind students that in the workplace, one-on-one conversations require good eye contact and confirmation cues such as nodding or agreeing. If a mentor determines that a student really is distracted or uninterested, mentors

should address this directly with the student by asking them if anything is bothering them. Ninety-nine percent of the time students are thinking about a personal issue in their life that is inhibiting focus on the conversation; mentors should not automatically assume that their mentee is bored or does not want a mentor.

Students Who Are Inconsistent: During the course of the mentoring program, students may become complacent or forgetful about proper communication protocol or they may not follow through on meeting items. This might show up in the form of not replying promptly to e-mails or phone calls or not meeting benchmarks for goals as discussed. Patience is essential. Mentors should gently teach students proper communication etiquette or consistently encourage students to not give up on their goals without expressing disappointment in the student.

5.3 - MENTORING THROUGH E-MAIL

Another component of the HMCA Mentoring Program is "E-mentoring", a way to extend the mentor-student relationship through e-mail conversation. We encourage mentors and students to use e-mail in between meetings. The students are required to email you prior to meetings and after meetings, remember, we are working on helping them develop good habits. This can be a very valuable opportunity for our students. In this day and age, teenagers use electronic communication constantly, but their experience is anything but *professional*, especially when it comes to e-mailing. Students need to learn the difference between casual messaging (abbreviations, acronyms, improper grammar, etc.) and formal, workplace messaging. Mentors should encourage their students to practice the latter.

While students are participating in the mentorship program, they will be required to e-mail their mentors roughly twice per month between meetings. These e-mails will be brief in nature and may involve confirming meeting dates, following up on items from meetings, telling the mentors about their progress, or asking advice on an issue. The e-mails will not be lengthy, and mentors should not feel they have to write lengthy responses. **If possible, please respond to mentee emails**, it helps drive home what we are trying to teach them through having them email you professionally. Mentors should also feel free to e-mail more than this, if time permits. The idea is to have a constant channel of dialogue open between mentor and student which maintains continuity and trust between meetings. Additionally, we feel it is important for students to become familiar with e-mail protocol that they may need to use in the workplace (using the subject line, proofreading, properly including attachments, etc.). E-mailing his/her mentor back and forth accomplishes this through consistent practice.

The mentor may also want to initiate e-mails to check-in on their student's progress. We encourage mentors to use a degree of formality when writing e-mails to their student. This is not to say e-mails should be rigid or unfeeling, but they should model good workplace e-mail etiquette, such as: spell-checking, writing words out fully, exercising proper punctuation and capitalization, avoiding slang or symbols, using titles and polite language, and utilizing the subject line. If your student writes an e-mail full of errors or slang, we recommend you ask them to revise it and send it again. Hearing it from a professional will make them think twice.

5.4 - OPTIONAL MENTOR-STUDENT ACTIVITIES *(outside of scheduled meetings)*

Should a mentor wish to interact with their student outside of the scheduled meetings and e-mail correspondences, they should feel free to connect on a deeper level, always with parental permission. The changes to the mentor program as a result of the pandemic limit us in many ways, but real creativity emerges during times of change and adversity.



Temescal Canyon High School

Health & Medical Careers Academy

Mentor Contract - Academic Year 2020-2021

IN ORDER TO PARTICIPATE IN THE HMCA MENTORSHIP PROGRAM, ALL MENTORS MUST AGREE TO THE GUIDELINES OUTLINED BELOW. PLEASE READ THIS MENTORING CONTRACT CAREFULLY AND INITIAL NEXT TO EACH LINE ITEM, THEN SIGN AND DATE AT THE BOTTOM.

Mentor Name: _____

I. Mentor Code of Ethics

_____ I agree to foster a professional mentoring relationship with my student by encouraging the student to pursue higher learning and vocational goals while providing access to varying points of view. I agree to present information carefully, without distortion, and give every point of view a fair hearing.

_____ I agree to foster a professional mentoring relationship by respecting the uniqueness of my student's background. I agree to honor the integrity of the student and influence them through encouragement, constructive criticism, and positive feedback. I agree to empower my student to make "right" decisions without actually deciding for him or her.

_____ I agree to foster a professional mentoring relationship with my student by protecting the health and safety of my student at all times. I will seek advice from the program coordinator if ever in doubt about the appropriateness of an event or activity. I will inform the program coordinator immediately about any persons, activities, or situations which could affect the safety or health of the student.

_____ I agree to foster a professional mentoring relationship with my student which shall not be used for private advantage or involve the student in schemes for commercial gain.

II. Mentor Responsibilities

_____ I commit to mentoring my student for the full duration of this academic school year. I also commit to attending all nine mentor meetings (see Mentor Meeting Schedule). In the event that a schedule conflict arises which cannot be rearranged, I agree to do my utmost to notify the program coordinator and my student *prior* to the scheduled meeting. I further agree to take responsibility in rescheduling the missed meeting with my student during school hours either on a day before the original meeting date or no later than one week after the original meeting date.

_____ I commit to arriving prepared and on time for every meeting. I agree to contact the program coordinator by phone if a situation arises which may cause me to arrive later than the scheduled meeting time.

_____ I commit to communicating with my student via e-mail to confirm meetings and follow up on meetings. I agree to reply to e-mails from my student in a timely manner, and encourage my student to reply using professional e-mail etiquette. I further agree to notify the program coordinator if my student does not respond to my e-mails in a timely manner.

Mentor Signature: _____

Date: _____

Mentor Meetings



AT-A-GLANCE SCHEDULED MENTOR PROGRAM DATES 2020-21

PLEASE NOTE: Mentor-mentee meetings are generally scheduled on the third or fourth Thursday of each month (with minor exceptions). Meetings are generally an hour in length. It is very important that mentors attend each and every meeting. If there is a conflict with one of the dates below, mentors must reschedule the missed meeting on a alternate day with their student *during the same month* as the original meeting date.

Meeting Topic	Scheduled Date/Time	Location	Topic
Mentor-Student Meeting #1: Intro, Ice Breakers, Self-Esteem	<u>October 22nd 2020</u> 8:35 AM – 9:35 AM (PT) 11:00 AM – 12:00 PM (PT)	Virtual Meeting Hosted on Zoom	At the first meeting, mentors will meet their student, participate in some ice-breaker activities, prepare a brief introduction of their mentor for class and then complete a mentor-student self-esteem activity
Mentor-Student Meeting #2 Academic Progress and Academic Goal Setting	<u>November 19th, 2020</u> 8:35 AM – 9:35 AM (PT) 11:00 AM – 12:00 PM (PT)	Virtual Meeting Hosted on Zoom	At this meeting, mentors will discuss current academic progress and do a goal-setting activity with their student to help them establish measurable academic goals.
Mentor-Student Meeting #3 1 st Semester Academic Reflection and Personal Goal Setting.	<u>January 21st 2021</u> 8:35 AM – 9:35 AM (PT) 11:00 AM – 12:00 PM (PT)	Virtual Meeting Hosted on Zoom	Mentors & students will reflect on the 1 st semester & consider how to improve academic performance in the 2 nd semester. Mentors will help students set personal goals. Introduce “My Mentor” Presentations
Mentor-Student Meeting #4 Résumé & Interview Techniques	<u>February 18th, 2021</u> 8:35 AM – 9:35 AM (PT) 11:00 AM – 12:00 PM (PT)	Virtual Meeting Hosted on Zoom	Mentors will share their resumes if they choose and talk about how to sell oneself when applying for a job or scholarship with their mentor. Mentors will work with their student on interpersonal skills and setting personal life goals.
Mentor-Student Meeting #5	<u>March 18th, 2021</u> 8:35 AM – 9:35 AM (PT) 11:00 AM – 12:00 PM (PT)	Virtual Meeting Hosted on Zoom	Mentors will guide students through a "Future Plan" template to promote discussion of student plans for summer, grade 12, & college.
Mentor-Student Meeting #6	<u>May 6th 2021</u> 8:35 AM – 9:35 AM (PT) 11:00 AM – 12:00 PM (PT)	Virtual Meeting Hosted on Zoom	At this closing meeting for the year, mentees will share their “My Mentor” Presentations and close out the commitment for the year, but hopefully no goodbyes.



Health & Medical Careers Academy Mentor Program

Mentor-Student Meeting #1 Agenda

Breaking the Ice, Introductions, & Self-Esteem

Thursday, October 22nd, 2020, 8:35-9:35 (PT). or 11:00-12:00 (PT)

PURPOSE: To meet your student, break the ice, and build the foundations of the mentoring relationship on a positive affirmation and fun activities.

PREPARATION/MATERIALS: Before meeting, be sure to preview all the forms and directions (included in this handbook) for today's session including the *Ice Breaker Activity Directions Sheet*, *Self-Esteem Activity*, and *Values Clarification Sheet*. Be sure to bring your Mentor Handbook file handy!

1. WELCOME – ZOOM ROOM HUB MEETING SPACE (5 MINUTES)

Introductions, instructions, thanks, and welcome – presented by C. Lee Lovingood

2. MENTEE/MENTOR ICEBREAKERS — BREAKOUT ROOMS (10 minutes)

You will be assigned to individual breakout rooms within Zoom with your mentee, Mr. Lovingood will be popping into breakout rooms to check-in and say hello, you can always exit to the main room or text Mr. Lovingood if there are any questions or concerns. Since this will be your first time "meeting" your mentee, spend about 10 minutes on some icebreaker questions, there's no need to dive deep at this point, that comes later, enjoy and let your mentee see your personality shine through. You do not need to go through every question – this is informal and should be fun.

3. GET TO KNOW EACH OTHER — BREAKOUT ROOMS (10 minutes)

After icebreakers for the remainder of the meeting and spend some time getting to know your student. Spend 3-5 minutes introducing yourself to your student. Feel free to use your mentor profile form. Discussion items can include, but are not limited to: contact info, current career, other careers or job positions you are familiar with, education, where you grew up, hobbies, family, etc. Your mentee should be engaged and jotting down notes because they'll be "introducing" you in their class the next day.

After you introduce yourself, ask your student to spend 3-5 minutes introducing him or herself. Feel free to prompt with questions. Tell the student he/she may refer to the Student Profile Form. Discussion items can include, but are not limited to: family, elementary & middle school, what the HMCA is and why he/she joined, classes currently taking in high school, extracurricular activities, work, interests, goals after high school, etc. Ask your mentee for their other contact information to write in your handbook. Make sure they write down your contact info ask them to type it into their Mentee Handbook.

4. SELF-ESTEEM ACTIVITY — BREAKOUT ROOMS (25 minutes)

Mentor and Student Directions: Use the included *Self-Esteem Activity Sheet* and *Values Clarification Sheet* to take turns discussing and writing in perspective, personal strengths, and values. The goal of this activity is for mentor and student to get to know each other on a deeper level, and build each other up as individuals. "Filling in" the entire form is not the primary objective; let the conversation and trust develop naturally.

ICEBREAKER QUESTIONS

1. What makes you happy?
2. If someone narrated your life, who would be the narrator?
3. Where would you like to travel? Why?
4. Who is your favorite superhero?
5. If you could own your own business, what kind of business would it be?
6. If you were a chef with your own restaurant, what types of food would you sell?
7. How do you think animals communicate?
8. What kind of vehicle do you wish you had?
9. If you could do anything right now, what would you do?
10. What is your favorite movie?
11. What words of wisdom would you pass on to your childhood self?
12. What is your favorite treat/snack?
13. What makes you feel energized?
14. If you could change one law, what would it be? Why?
15. Do you like sports, which one?
16. What do you like daydreaming about?
17. If you were invisible for a day, what would you choose to do and why?
18. If you had to perform in front of the class right now, would you dance or sing?
19. If you could have any superpower, what would it be? Why?
20. What's your favorite holiday and why?
21. What do you look forward to when you wake up in the morning?
22. What motivates you to succeed?
23. What is your favorite season of the year?
24. If you could give \$100 to any charity, which charity would you give it to? Why?
25. Do you have a favorite musical artist? If so, who?
26. If you wrote a book, what would it be about?
27. What's a memory that makes you happy?
28. If you could design clothes, what would they look like?
29. What three words best describes you?
30. Would you rather be an amazing dancer or musician?
31. What's your favorite social media platform?
32. What is the grossest food you've ever tried?
33. Would you rather live in a house made of cheese or cookie dough?
34. What bugs you or makes you upset?
35. What is your favorite color?
36. If you could change your name, what it be to and why?
37. If you could change your age forever, what age would it be and why?
38. What are you most grateful for?
39. What are your favorite hobbies?
40. What would you like to do for a career when you grow up?
41. What's the craziest thing you've ever done?
42. What is your biggest fear?
43. Describe a fantastic day?
44. If you could have dinner with any person, living or dead, who would it be? Why?
45. You can trade places with anybody for one day. Who would it be and why?

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 fire, what material possession would you try to save first? Why?

7. What values are most important to you? (see the "Values Clarification Sheet on the next 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 others
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 good 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: _____



Health & Medical Careers Academy Mentor Program

Mentor-Student Meeting #2 Agenda

Academic Progress & Goal Setting

Thursday, November 19th, 2020 8:35-9:35 (PT) or 11:00-12:00 (PT)

PURPOSE: To encourage your student to make the connection between academic decisions in classes now and how these may impact his/her future, to set realistic academic goals for the year.

PREPARATION/MATERIALS: Before meeting: (1) consider your own academic decisions in high school and college and how they ultimately impacted you, (2) preview the *Academic Progress Sheet*, *Goal Setting Tips Page* and the *Academic Goal Sheet* which you will refer to and help the student complete as part of this session.

1. WELCOME – ZOOM ROOM HUB MEETING SPACE (5 MINUTES)

Instructions, thanks, and welcome.

2. DISCUSSION OF ACADEMICS (HIGH SCHOOL & AFTER) – BREAKOUT ROOMS (5 minutes)

Mentor Directions: Share with your student about your own personal experiences in high school, immediately after high school, and in college, if applicable. Explain what your academic strengths and weaknesses were in each walk of life. Feel free to discuss lessons you learned. Did you continue your education after high school? Why or why not? What factors played into your decision-making? Did you have a positive experience? Do you have any regrets? If you went to college, did you pursue a degree? Where did you go? What subject area did you major in? How did post-secondary education affect your career(s)? What advice can you give based on your own experiences?

Now ask your student to share: What are you considering doing after graduation? Is college in your plan? Why or why not? Does a two-year or four-year appeal to you? Would you like to stay in Lake Elsinore? Explain. What are some questions you have regarding college/education in general? (If there are questions they cannot answer, agree to do some research together later and correspond via e-mail).

2. STUDENT ACADEMIC PROGRESS – BREAKOUT ROOMS (10 minutes)

Mentor Directions: Next, you and your student should work together to examine the student's academic progress report and transcript. Ask your student to share about their academic classes, history, and most recent grades as you help your student fill in the *Academic Progress Sheet* (next page). Feel free to ask questions to get your student to explain **why** he or she is earning each grade. Try not to pass judgment, but rather encourage your student to self-analyze.

3. EFFECTIVE GOAL-SETTING: ACADEMIC GOALS – BREAKOUT ROOMS (25-30 minutes)

Mentor Directions: (1) First, spend a few minutes reading over the *Goal-Setting Tips* page with your student. Discuss what it means to set effective goals and why it is so important. (2) Now, tell your student that you are going to work together to set some goals for him/her to work toward and achieve throughout this school year. Based on your discussion today, and the student's plans for after high school, use the included *Student Goal Sheets* to list three specific **academic** student goals. (*The number of goals is not crucial; rather, let the sheets be a guide and help your student to set meaningful goals with a real plan of action.*) The sheet contains directions and examples. The student and mentor should each record that student's goals in their respective handbooks. These will be referred to throughout the rest of this year's meetings. The student can also finish these and report his/her goals to their mentor via e-mail.



STUDENT ACADEMIC PROGRESS SHEET

Period	Course Title/Teacher	Current Grade/ Citizenship	Reflections/Ways to Maintain or Improve
1			
2			
3			
4			
5			
6			
7/0/ Online			

GOAL-SETTING TIPS

The following broad guidelines and suggestions will help the student and mentor set effective goals for the student.

- **State each goal as a positive statement:** Express your goals positively — “Execute this technique well” is a much better goal than “Don’t make this stupid mistake.”
- **Set realistic goals:** It is important to set goals that you can achieve. All sorts of people (employers, parents, teachers, media, and society) can set unrealistic goals for you. They will often do this in ignorance of your own desires and ambitions. Alternatively, you may set goals that are too high because you may not appreciate either the obstacles in the way or understand quite how much skill you need to develop or achieve a particular level of performance.
- **Be precise:** Set a precise goal, putting in dates, times, and amounts so that you can measure achievement. If you do this, you will know exactly when you have achieved the goal and can take complete satisfaction from having achieved it.
- **Set priorities:** When you have several goals, give each a priority. This helps you to avoid feeling overwhelmed by too many goals and helps to direct your attention to the most important ones.
- **Write goals down:** This crystallizes them and gives them more force.
- **Keep steps small:** Keep the steps you are taking towards the overall goal small and achievable. If a step is too large, then it can seem that you are not making progress towards it. Keeping steps small and incremental gives more opportunities for reward.
- **Set performance goals, not outcome goals:** You should take care to set goals over which you have as much control as possible. There is nothing more disheartening than failing to achieve a personal goal for reasons beyond your control. In sports, for example, one might set a goal like “winning all games this season.” However, that is unrealistic because reasons for failure could include poor judging, bad weather, injury, or just plain bad luck, all over which the goal-setter has no control. It is better to base your goals on personal performance, rather than outcomes, because then you can keep control over the achievement of your goals and draw satisfaction from them.

SMART Goals:

A useful way of making goals more powerful is to use the SMART mnemonic. While there are plenty of variants, SMART usually stands for:

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**elevant
- **T**ime-bound

For example, instead of having “to sail around the world” as a goal, it is more powerful to say “to have completed my trip around the world by December 31, 2019.” Obviously, this will only be attainable if a lot of preparation has been completed beforehand.



STUDENT GOAL WORKSHEET—ACADEMIC GOALS

Directions: Use this form at Meeting #1. Based on your mentor-mentee conversations, please set some specific, realistic academic goals for this school year. Be sure to outline steps toward meeting each goal. You may want to refer back to the "Goal Setting Tips" sheet.

Example Academic Goals: "I will raise my grade in Algebra II by one letter grade by December." "I will attend tutoring at least twice a week for one hour." "I will research four universities I am interested in by our next meeting." "I will make the honor roll by the end of the year." "I will pass all my classes with a B or higher this semester."

Student Academic Goal #1: _____

Steps student will take:

Student Academic Goal #2: _____

Steps student will take:

Student Academic Goal #3: _____

Steps student will take:



Health & Medical Careers Academy Mentor Program

Mentor-Student Meeting #3 Agenda

Reviewing Semester I and "My Mentor" Assignment

Intro

Thursday, January 21st, 2021, 8:35-9:35 (PT) or 11:00-12:00 (PT)

PURPOSE: Both mentors and mentees will have the opportunity to reconnect after the holiday break. In addition to reconnecting, it might be a good idea to revisit academic goals and plan for a more successful second semester or plan to expand experiences during the second semester. Mentors and mentees will also begin planning for the end of the year "My Mentor" presentations.

1. WELCOME – ZOOM ROOM HUB MEETING SPACE (5 MINUTES)

Instructions, thanks, and welcome.

2. CATCH-UP TIME – BREAKOUT ROOMS (10 minutes)

Mentor Directions: Spend some time catching up. What's new with each of you? How were the holidays and/or winter break? How is your student doing on his or her goals? How does your student feel about how the first semester ended?

3. ACADEMIC REFLECTION: 1ST SEMESTER GRADES & 2ND SEMESTER PLANNING – BREAKOUT ROOMS (25-30 minutes)

Mentor Directions: Tell your student that you will be spending the rest of today focusing on academics and reflecting on the 1st semester. You can discuss any or all of the following questions with your student:

- A. *What were your final grades for the 1st semester? How do you feel about these grades?*
- B. *What was the most challenging for your last semester? What have you done about it?*
- C. *What was easy or rewarding last semester?*
- D. *Have you met any of the individual academic goals set earlier this year?*
- E. *Looking back, is there anything you would have done differently last semester? Is there anything you want to change in your habits or efforts for this semester?*
- F. *What specific steps do you need to take this semester in order to get the highest grade possible at the conclusion of this semester?*

4. PREPARING FOR THE "MY MENTOR" PRESENTATIONS – BREAKOUT ROOMS (10 minutes)

Mentor Directions: In our May meeting/celebration your mentee will present you and your experience as Mentor/Mentee to the group. Use this time to create a plan in which the students can gather the right sort of information from you, including pictures and any other material you both feel will help them create and give a dynamic presentation. The next two pages in the handbook outline your mentees assignment and provide some direction, remember you are never limited to our suggestions, if you and your mentee have creative ideas, run them by Mr. Lovingood for approval and assistance.

"MY MENTOR" PRESENTATIONS HOMEWORK

BELOW YOU WILL FIND THE DETAILS OF THE ASSIGNMENT YOUR MENTEE HAS BEEN ASSIGNED – PLEASE ASSIST THEM IN GATHERING INFORMATION AND PHOTOS

INTRODUCTION: AFTER JUST A FEW MONTHS YOU HAVE HOPEFULLY LEARNED QUITE A BIT ABOUT YOUR MENTOR. BUT HOW MUCH DO YOU REALLY KNOW? THIS ASSIGNMENT WILL GIVE YOU THE OPPORTUNITY TO GET TO KNOW YOUR MENTOR ON A DEEPER LEVEL. ULTIMATELY THIS ASSIGNMENT WILL GIVE YOU THE CHANCE TO SHOW YOUR MENTOR OFF TO THE REST OF THE GROUP. The presentation should focus on both your mentor as a person and their career path. **Do them justice!**

YOUR TASK: YOU WILL INTERVIEW YOUR MENTOR TO DIG DEEPER INTO WHO THEY ARE, WHAT THEY DO, WHAT THEIR PATH TO SUCCESS WAS OR IS LIKE, WHAT THEIR PASSIONS ARE, ETC.. YOU HAVE BEEN PROVIDED WITH SOME SAMPLE QUESTIONS ON THE NEXT PAGE OF THIS BOOKLET. DO NOT RELY ON THOSE QUESTIONS ALONE. YOU WILL BE CREATING A POWERPOINT (NOT GOOGLE SLIDES, NOT A PREZI – **YOU MUST USE POWERPOINT**) ON YOUR MENTOR. SINCE THIS PRESENTATION WILL BE PRESENTED AT OUR FINAL MEETING, YOU ALSO WILL NEED TO REFLECT ON YOUR EXPERIENCE WITH YOUR MENTEE.

YOUR POWERPOINT:

- SHOULD NOT BE TOO JUMBLED OR INCLUDE TOO MUCH WRITING – REMEMBER, A POWERPOINT SHOULD ONLY BACKUP AN ORAL PRESENTATION YOU ARE GIVING.
- MUST BE ATTRACTIVE, GRAMMATICALLY CORRECT, SPELLED CORRECTLY, ACCURATE.
- MUST INCLUDE PICTURES OF YOUR MENTOR AND THINGS THAT POTENTIALLY RELATE TO THEIR CAREER OR THE OTHER THINGS ABOUT THEM YOU WILL BE DISCUSSING. YOU MUST ALSO INCLUDE A PICTURE OF YOURSELF AND YOUR MENTOR TOGETHER.

SINCE THERE IS NO TIME SET ASIDE IN OUR MEETINGS TO COMPLETE THIS TASK, MOST OF THIS INTERVIEW WILL TAKE PLACE VIA EMAIL OR OVER THE PHONE.

YOU WILL BE GIVING AN **90 SECOND ORAL PRESENTATION** ACCOMPANIED BY YOUR POWERPOINT AT THE MEETING ON **MAY 6TH** FOR THE ENTIRE GROUP.

- YOU MAY NOT SIMPLY READ A SCRIPT OR YOUR SLIDES TO PRESENT YOUR MENTOR.
- BE EXCITED AND ANIMATED AND MAKE YOUR MENTOR SHINE.

TIPS AND OTHER INFORMATION:

- YOU WILL BE GETTING A GRADE FOR YOUR PRESENTATION IN YOUR ENGLISH CLASS (DEGRAFF AND LOFQUIST) HISTORY CLASS (LOVINGOOD) AND COX'S CLASS.
- YOU MUST EMAIL YOUR POWERPOINT TO MR. LOVINGOOD AT CHARLES.LOVINGOOD@LEUSD.K12.CA.US BY **MIDNIGHT ON APRIL 29TH.**
- TAKE THIS ASSIGNMENT VERY SERIOUSLY, IT WILL BE A SIGNIFICANT REFLECTION ON YOU TO YOUR MENTOR, THE OTHER MENTORS AND YOUR PEERS.
- DO NOT WAIT UNTIL THE LAST MINUTE – START THIS PROCESS ASAP SO THEY HAVE TIME TO GET THEM ANSWERED AND TO GET YOU PHOTOS.
- GOOD LUCK!

"MY MENTOR" INTERVIEW SAMPLE QUESTIONS

Potential Questions: Remember you are not limited to these questions, they are only suggestions to get you started.

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?



Health & Medical Careers Academy Mentor Program

Mentor-Student Meeting #4 Agenda

Résumés Long Term Goals & Interpersonal Skills

Thursday, February 18th, 2021, 8:35-9:35 (PT) or 11:00-12:00 (PT)

PURPOSE: To give the students tips on creating effective resumes and selling themselves in person and on paper. In addition to helping with resumes, mentors will also help mentees access their interpersonal skills and focus on long term goal setting.

PREPARATION/MATERIALS: Prior to the meeting, locate a digital copy of your own personal résumé or other various résumé examples. Preview the provided reference materials that you may wish to use during this meeting including the *Résumé Checklist, Great Action Words, and Commonly Asked Interview Questions*.

1. WELCOME – ZOOM ROOM HUB MEETING SPACE (5 MINUTES)

Introductions, instructions, thanks, and welcome.

2. CATCH-UP AND UPDATES – BREAKOUT ROOMS (5 minutes)

Mentor Directions: Spend just a few quick minutes catching up. How is your mentee doing in their classes this semester? What's going well? What's a struggle?

2. RÉSUMÉ REVIEW – BREAKOUT ROOMS (10 minutes)

Mentor Directions: If possible, bring a sample of your own résumé to show and discuss with mentee. Your student should have a sample copy of a resume that they have created. Look over their resume with them, give them tips and pointers. They've been encouraged to use a simple format, but your advice is invaluable to help them think about ways to enhance themselves on paper. There are a few pages of resume tips, and other relevant information you may refer to during this section, but it is not required.

3. INTERPERSONAL SKILLS TEST – BREAKOUT ROOMS (20 minutes)

Mentor Directions: Both you and your mentee should take the Interpersonal Skills Test individually. Score and discuss strengths and weaknesses. There is the potential for vibrant discussion here, so take advantage of the potential openings it gives you.

4. PERSONAL GOAL SETTING – BREAK OUT ROOMS (20 minutes)

Mentor Directions: Back in November you and your mentee worked on developing short-term academic goals, now that you know each other better, now is time to dive into more long-term goals. Remember your mentees are only 15 or 16 years old, nonetheless, now is a good time to start really thinking about longer term goals. This meeting is super packed so if you don't have time to cover everything during this meeting, don't worry, there should be time in March to revisit.



RÉSUMÉ CHECKLIST

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

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

Check:

- ___ My résumé fits onto one page only (tip: play with margins, font size, etc. to get it right).
- ___ My résumé fills the entire page (tip: if not, it makes you look under-qualified; add more detail to each topic, change the font, use bullet points, etc. to help fill the 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 résumé formatting is original and creative (stands out—doesn't look like all the others)

ORGANIZATION AND CONTENT

A résumé 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 or Skills" 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 résumé 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 schools, clubs, workplaces, etc.) are capitalized.
- ___ All of my dates include the full year (not '13, but 2013).
- ___ I have used formal language in my résumé, 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 résumé.
- ___ I have avoided broad, overused terms like "good worker" and/or "nice".
- ___ I have spell-checked and proofread my résumé at least three times.



RESUME POWER WORDS

RESEARCHING	TEACHING	HELPING	CREATING
collected	advised	assisted	acted
consulted	clarified	clarified	conceived
evaluated	coached	coached	created
examined	communicated	counseled	customized
experimented	coordinated	demonstrated	designed
identified	corrected	educated	developed
inspected	developed	guided	established
interpreted	enabled	motivated	fashioned
interviewed	encouraged	referred	illustrated
investigated	evaluated	supported	improved
obtained	explained		initiated
reviewed	guided		introduced
searched	informed		invented
summarized	initiated		originated
surveyed	instructed		performed
	persuaded		planned
	set goals		redesigned
	trained		reshaped
			revitalized
			shaped
MANAGING			
TECHNICAL			
CLERICAL			
COMMUNICATING			
accomplished	assembled	approved	addressed
analyzed	built	arranged	arranged
attained	calculated	catalogued	convinced
conducted	computed	classified	corresponded
consolidated	configured	collected	developed
contacted	designed	compared	directed
coordinated	devised	compiled	drafted
developed	eliminated	completed	edited
directed	enhanced	distributed	enlisted
established	fabricated	enlarged	influenced
evaluated	installed	implemented	negotiated
exceeded	maintained	inspected	participated
headed	operated	monitored	persuaded
improved	overhauled	operated	presented
increased	programmed	organized	promoted
initiated	reduced	prepared	proposed
organized	refined	processed	related
oversaw	remodeled	recorded	secured
planned	repaired	retrieved	sold
prioritized	retrieved	screened	spoke
produced	solved	specified	translated
scheduled	trained	sorted	wrote
strengthened	upgraded	tabulated	
trimmed		validated	

COMMONLY ASKED JOB INTERVIEW QUESTIONS

1. What makes you unique?
2. What are your long-term career goals?
3. How do you define success?
4. Imagine yourself in three years. What do you hope will be different about you then compared to now?
5. Tell me about a time you had to manage a particularly heavy workload. How did you handle it?
6. What motivates you to work?
7. Do you prefer working alone or with a team? Why?
8. Outline the process on how you set goals
9. What is your ideal environment to work in?
10. To date, what professional achievement are you most proud of?
11. Why is this achievement significant to you?
12. What one skill would you like to improve and what would be your plan for doing so?
13. What's your definition of hard work?
14. Tell me about a time you demonstrated leadership skills
15. How do you prioritize your work?
16. What can you offer us that someone else can not?
17. How do you make decisions?
18. Explain a time you went above and beyond the requirements for a project
19. What are some of your leadership experiences?
20. What are your biggest strengths? Weaknesses?
21. How would you describe your own working style?
22. Tell me about a time when you experienced conflict in the workplace. How did you overcome it?
23. Give an example of how you work in situations where you must prioritize and multitask multiple projects at once
24. When have you failed? Describe what happened and how you learned from it.
25. How do you handle stress?

Interpersonal Skills Survey

Section I

	USUALLY	SOMETIMES	SELDOM
1. Is it difficult for you to talk to other people?			
2. When you are trying to explain some- thing, do others tend to put words in your mouth, or finish your sentences for you?			
3. In conversation, do your words usually come out the way you would like?			
4. Do you find it difficult to express your ideas when they differ from the ideas of people around you?			
5. Do you assume that the other person knows what you are trying to say, and leave it to him/her to ask you questions?			
6. Do others seem interested and attentive when you are talking to them?			
7. When speaking, is it easy for you to recognize how others are reacting to what you are saying?			
8. Do you ask the other person to tell you how she/he feels about the point you are trying to make?			
9. Are you aware of how your tone of voice may affect others?			
10. In conversation, do you look to talk about things of interest to both you and the other person?			

SCORE: SECTION I TOTAL _____

SECTION II

	USUALLY	SOMETIMES	SELDOM
11. In conversation, do you tend to do more talking than the other person does?			
12. In conversation, do you ask the other person questions when you don't understand what they've said?			
13. In conversation, do you often try to figure out what the other person is going to say before they've finished talking?			
14. Do you find yourself not paying attention while in conversation with others?			
15. In conversation, can you easily tell the difference between what the person is saying and how he/she may be feeling?			
16. After the other person is done speaking, do you clarify what you heard them say before you offer a response?			
17. In conversation, do you tend to finish sentences or supply words for the other person?			
18. In conversation, do you find yourself paying most attention to facts and details, and frequently missing the emotional tone of the speakers' voice?			
19. In conversation, do you let the other person finish talking before reacting to what she/he says?			
20. Is it difficult for you to see things from the other person's point of view?			

SCORE: SECTION II TOTAL _____

SECTION III

	USUALLY	SOMETIMES	SELDOM
21. Is it difficult to hear or accept constructive criticism from the other person?			
22. Do you refrain from saying something that you think will upset someone or make matters worse?			
23. When someone hurts your feelings, do you discuss this with him/her?			
24. In conversation, do you try to put yourself in the other person's shoes?			
25. Do you become uneasy when someone pays you a compliment?			
26. Do you find it difficult to disagree with others because you are afraid they will get angry?			
27. Do you find it difficult to compliment or praise others?			
28. Do others remark that you always seem to think you are right?			
29. Do you find that others seem to get defensive when you disagree with their point of view?			
30. Do you help others to understand you by saying how you feel?			

SCORE: SECTION III TOTAL _____

SECTION IV

	USUALLY	SOMETIMES	SELDOM
31. Do you have a tendency to change the subject when the other person's feelings enter into the discussion?			
32. Does it upset you a great deal when someone disagrees with you?			
33. Do you find it difficult to think clearly when you are angry with someone?			
34. When a problem arises between you and another person, can you discuss it without getting angry?			
35. Are you satisfied with the way you handle differences with others?			
36. Do you sulk for a long time when someone upsets you?			
37. Do you apologize to someone whose feelings you may have hurt?			
38. Do you admit that you're wrong when you know that you are/were wrong about something?			
39. Do you avoid or change the topic if someone is expressing his or her feelings in a conversation?			
40. When someone becomes upset, do you find it difficult to continue the conversation?			

SCORE: SECTION IV TOTAL _____

Instructions: Go back and look over your responses to each question. In front of each question, write the appropriate score using the table below.

For example, if you answered "Seldom" to Question 1, you would get 3 points. Write the number 3 in front of Question 1 on the inventory. Proceed to score all other questions.

Each section contains 10 questions. After scoring all questions, go back to Section 1. Total the score of Section 1 and put that number on the line "Score Section 1 Total." Proceed to total all scores for all other sections.

Enter your score here: _____

SCORING KEY

Question	Usually	Sometimes	Seldom	Question	Usually	Sometimes	Seldom
1	0	1	3	21	0	1	3
2	0	1	3	22	3	1	0
3	3	1	0	23	3	1	0
4	0	1	3	24	3	1	0
5	0	1	3	25	0	1	3
6	3	1	0	26	0	1	3
7	3	1	0	27	0	1	3
8	3	1	0	28	0	1	3
9	3	1	0	29	0	1	3
10	3	1	0	30	3	1	0
11	0	1	3	31	0	1	3
12	3	1	0	32	0	1	3
13	0	1	3	33	0	1	3
14	0	1	3	34	3	1	0
15	3	1	0	35	3	1	0
16	3	1	0	36	0	1	3
17	0	1	3	37	3	1	0
18	0	1	3	38	3	1	0
19	3	1	0	39	0	1	3
20	0	1	3	40	0	1	3

Interpersonal Communication Profile

Interpretation: Look at your score for each section as one indication of the degree to which you effectively communicate. Plot your scores on the table below using an "X" for each section score. Draw a line to connect them column to column. This will create a profile of your strengths and opportunities for improvement.

- Scores in the 1 > 15 range indicate areas of your communication skills that need improvement.
- Scores in the 16 > 21 range indicate areas of communication skills that need more consistent attention.
- Scores in the 22 > 30 range indicate areas of strength or potential strength.

Area (s) of Strength: _____

Area (s) of Improvement: _____

Score Section I Total	Score Section II	Score Section III Total	Score Section IV Total
30	30	30	30
29	29	29	29
28	28	28	28
27	27	27	27
26	26	26	26
25	25	25	25
24	24	24	24
23	23	23	23
22	22	22	22
21	21	21	21
20	20	20	20
19	19	19	19
18	18	18	18
17	17	17	17
16	16	16	16
15	15	15	15
14	14	14	14
13	13	13	13
12	12	12	12
11	11	11	11
10	10	10	10
9	9	9	9
8	8	8	8
7	7	7	7
6	6	6	6
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1

STUDENT GOAL WORKSHEET—LONG TERM GOALS

Directions:. Based on your mentor-mentee conversations, please set some specific, realistic long term goals for your mentees junior year and beyond. Be sure to outline steps toward meeting each goal. You may want to refer back to the "Goal Setting Tips" sheet associated with the November meeting.

Example Long Term Goals: "I will identify four scholarships that I will apply for by next January." "I will begin to gather my parent's information for the FASFA application." "I will apply for three colleges/universities, by a set date."

Student Long Term Goal #1: _____

Steps student will take:

Student Long Term Goal #2: _____

Steps student will take:

Student Long Term Goal #3: _____

Steps student will take:



Health & Medical Careers Academy Mentor Program

Mentor-Student Meeting #5 Agenda

Future Planning

Thursday, March 18th, 2021, 8:35-9:35 (PT) or 11:00-12:00 (PT)

PURPOSE: To encourage students to look ahead, think about college, plan meaningful activities for the summer, and set goals for senior year that will prepare him or her for life after graduation.

IMPORTANT BACKGROUND FOR THIS MEETING: HMCA juniors will take several important tests (SAT/ACT College Entrance Exams, CSTs—California State Standards Tests, EAP—Early Assessment Placement Tests, and AP-Advanced Placement Exams). The remainder of this year, and summer will be a critical transitional time for your student, as they are preparing to take the next step after graduation. The HMCA likes to urge students to plan ahead and make good use of “break time”. It is important that students understand that the end of junior year is the most critical juncture for academic grades; students who plan to apply to a university next year will do so in November *with the cumulative GPA and grades they earn at the end of this school year*. Therefore, this meeting is an opportunity for you to instill a sense of urgency in your student and help him/her map out the important time ahead.

PREPARATION/MATERIALS: Preview the *Future Planning Worksheet*. Consider any resources (people, pamphlets, website, etc.) you might want to bring to your student.

1. WELCOME – ZOOM ROOM HUB MEETING SPACE (5 MINUTES)

Introductions, instructions, thanks, and welcome.

2. UPDATE ON STUDENT GOALS – BREAKOUT ROOMS (5-10 minutes)

Mentor Directions: Ask your student to tell you about any of the steps they have taken towards the goals that were set in November and the month before, there’s a good chance the Long Term Goals from February still need a little work, that’s ok, jump back in now. How are they doing? Refer back to the *Student Goal Sheet*. 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 prompt students to continue pursuing the goals that were set.

2. FUTURE PLANS – BREAKOUT ROOMS (35 minutes)

Mentor Directions: Use the *Future Planning Worksheet* (two pages) as a discussion guide to talk about and answer each question with your student. Help the student put some careful thought into how they can effectively use their time and resources over the next year in order to prepare for the major life changes to come.

3. LETTERS OF REFERENCE (5 minutes)

Mentor Directions: One great thing your student can do before summer is obtain recommendation letters from various teachers, coaches, employers, etc. You may want to consider writing a letter of reference for your student mentee, if you feel it is appropriate. If you do, you can follow the *Mentor Reference Letter Template Sheet*, included in this handbook, and present it to your student at the last meeting of the year in May.

FUTURE PLANNING WORKSHEET

Use these worksheets (2 pages total) during Mentor-Student Meeting 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/her own handbook.

PART 1: SUMMER PLANS & GOALS

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

2. 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.).

3. What steps should the student take immediately (before summer begins) and late (during the summer) to successfully follow through and complete the activities listed about in question 2?

PART 2: LOOKING AHEAD TO SENIOR YEAR AND GRADUATION

1. What is the student thinking about doing when they graduate TCHS? (Community college? University? Workforce? Vocational school? Military? Other?) **What brought him/her to this decision? What factors will affect the final decision?**

2. 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 listed above? Where/how can your student take advantage of these resources?

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



MENTOR REFERENCE LETTER TEMPLATE

If possible, please print recommendation letter on official company letterhead. Otherwise, be sure to include your return address.

Date

Dear Sir or Madam:

The **first paragraph** of this reference letter template explains the connection to the student you are recommending, including: how you know them, why you are qualified to write a reference letter to comment on their character, and a description of the mentorship relationship you had with them. *Sample first paragraph beginning: "I have had the great pleasure of being a professional mentor for [student name]. As a volunteer community medical professional mentor in Temescal Canyon High School's Health & Medical Careers Academy Mentorship Program, I have met regularly with [student] throughout the 2013-2014 academic year to give them personal and professional guidance on their future. [Student] has also accompanied me on a formal job shadow at [place of work]..."*

The **second paragraph** of this reference letter contains information on the **character** of the student you are writing about. Choose two to three specific qualities that you observed in your student. In discussing those qualities, support statements with examples of how he/she demonstrated those attributes either in your presence or in activities you know they have been involved in (consult their résumé). Be as concrete and detailed as possible. *Sample second paragraph beginning: "During the course of this mentoring relationship, I have found [student] to be energetic, honest, and future-driven..."*

The **third paragraph** of this reference letter contains information on the **transferable skills** (qualities that employers value) that you have observed in your student. Here you might discuss two or three skills that could be useful in a job, internship, or college. In discussing those skills, support statements with examples of how he or she demonstrated those attributes either in your presence or in activities you know they have been involved in. Be as concrete and detailed as possible. *Sample third paragraph beginning: "[Student] is not only an excellent communicator, but also show an immense potential for leadership..."*

The **concluding paragraph** of this reference letter contains an offer to provide more information. Include a phone number within the paragraph, and end with a positive remark about student's prospects.

Sincerely,

Signature

Writer Name

Title



Health & Medical Careers Academy Mentor Program

Mentor-Student Meeting #7 Agenda

LAST Formal Meeting – Thanks and “My Mentor” Presentations

Thursday, May 6, 2021, 8:35-9:35 (PT) or 11:00-12:00 (PT)

PURPOSE: To recognize you, the mentor, celebrate this year’s progress, and say goodbye.

PREPARATION/MATERIALS: This meeting is all about the hard work you’ve put in, sit back and relax as our students share you with their peers and other mentors. Please also take a few minutes to give us some valuable feedback by filling out the *Mentorship Program Feedback Form* either before or after your closing meeting.

1. “MY MENTOR” PRESENTATIONS – ZOOM HUB MEETING ROOM

Mentees will give 90 second oral presentations on their mentors and the mentor process. We will have to start right away so we do not run out of time!

OTHER ITEMS TO TAKE CARE OF BEFORE WE LOG OUT!

FUTURE CONTACT & CLOSING THOUGHTS

Discuss your participation in the mentorship program. How have each of you benefitted from knowing each other? How might you stay in contact in the future (keeping in mind that the official mentorship has ended)? May the student contact you in the future if they need a lead finding a job or internship?

MENTOR FEEDBACK FORM (10 minutes)

At the conclusion of the meeting, once students have gone, mentors are encouraged to remain and fill out the *Mentoring Program Feedback Form*. This form can also be filled out prior to the meeting and submitted once you come in.



Health & Medical Careers Academy Mentor Program

Mentoring Program 2020-21 Feedback Form

The Health & Medical Careers Academy thanks you for your participation in our Mentorship Program. You have provided an outstanding experience for our students this year. We value your feedback and ask that you take a few moments to comment on several aspects of the program (front & back).

Mentor Name: _____ Student Name: _____

Business/Company: _____

Contact Phone: _____ E-mail: _____

1. What was your overall reaction to participating in the HMCA Mentorship Program?

2. Do you feel you and your student mentee were well-matched? Please explain.

3. Was your student mentee polite, respectful, and dependable at all times? Please explain.

4. Do you believe the meeting topics were meaningful? Which were most successful? Least? Please explain. Any recommendations for alternative meeting topics?

5. Please give us your feedback on the job shadow day (how the day went, was it clearly organized, etc.):

6. Please comment on the communication and correspondence you received throughout the program from the coordinator and students (was communication helpful, adequate for planning, etc.):

7. Please tell us how you believe we could improve this program for the future. Feel free to honestly address any aspect of the program: choosing mentees, organizing communication, preparing students, choosing meeting topics, number of meetings, etc.

8. Next year, we will have a new class of eleventh-graders who will need mentors. Would you like us to contact you next year to place future mentees? Please check one and feel free to comment:

Yes, please contact me. I definitely want to participate again. Comments:

Maybe, contact me in August and I will decide then. Comments:

No, please do not contact me in August. Comments:

I have a co-worker/friend who may want to participate. Their email address is:
