

## How to use this packet

Program coordinators should review each template to gain further insight into match support. For the purposes of this module a significant amount of time was spent not only on addressing ways to support the mentor/mentee but also the guardian. In addition, these modules address ways to incorporate match support in virtual mentoring programs as many programs have moved online or have limited in person events.

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## Sample Program Expectations for Mentors

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### Attend In-Service Training

- Group “Mentoring 101” course held virtually (time commitment: one afternoon or evening)
- Two group feedback and follow-up sessions held virtually (likely to take place in early December and early June)
- Initial virtual match meeting

### Participate in Group Events (involving all mentors and mentees participating together)

- Outing (e.g. virtual museum tour, Q&A with an artist, virtual art gallery/student showcase)
- Community service project (new cohort of mentors and mentees to identify community organizations)
- Year-end event (perhaps a picnic)

### Participate in Routine Check-ins

1. Weekly video call to mentee (four-hour monthly minimum)
2. Monthly phone call to parents/guardians
3. Monthly follow-up phone call with a program facilitator
4. Online forum with other mentors and facilitators

### Facilitate Activities

1. Home-school communication
2. Help mentee learn problem-solving skills to encourage independence
3. Tutoring (seek or offer)

### Consider Financial Needs

1. Books and supplies
2. Computer and internet service
3. School social events

### Respect the Commitment

1. Initial commitment to Stage I (the middle of grade 7 through the end of grade 8)
2. Complete Stage I evaluation and determine desire to commit to Stage II (grades 9 and 10)
  - This process will repeat for Stage III
3. Contact program facilitator and follow exit plan in the event that the mentoring relationship is not working or must end due to unforeseen circumstances

## **Have Fun**

If you have more time you want to give, you can always attend a student's art event or school activity, have lunch together, or just meet to talk. We realize that we will really need to be creative as we transition into an online environment. There are virtual games and art-based activities taking place online, as well.

## **Summary**

We anticipate this program will involve a minimum of one hour per week in phone and/or e-mail communication and a maximum time commitment which will establish itself based on the schedule of the participants and the growth of the relationship. Group activities will likely represent four weekend days during the academic calendar year. We anticipate you will spend a full day here and there, as well as several extra hours, engaged in helping the student in many capacities as needed and simply enjoying each other's company as the relationship matures.

We ask that you commit to becoming a mentor only if you feel you can reasonably maintain the above expectations for the duration of Stage I, which commences in January of grade 7 and ends with an evaluation at the end of the grade 8 year. At that time, you will be given the opportunity to move onto Stage II. Optimally, we hope the majority of the relationships will sustain themselves throughout the high school years and the transition into college.

We realize extenuating circumstances arise in everyone's life or that the mentoring relationship may not be a good fit. In these cases, we ask that you follow our exit policy for dissolving the mentoring assignment. Research shows that a mentoring relationship that is viewed as "failed" can cause more harm than never having had a mentoring relationship at all. Therefore, it is imperative that the mentor and mentee follow a specific process when ending their relationship. Our mission is to foster a "can do" attitude and ultimate self-confidence in each of the girls which will lead to academic and personal achievement. In the words of Henry Ford, "Whether you think you can or you think you can't, you're right."

Finally, we ask that you always keep the parents/guardians of the mentee front and center. It is so important to keep them informed and to make them feel that you are there to help their child, not to overstep their parenting. Fostering a relationship with the parents/guardians of your mentee can be extremely beneficial to the ultimate success of the mentoring relationship.

## Sample Mentor Welcome Email

Dear mentors,

Welcome to [program name]! We hope you and your mentee have set up your first meeting, and we look forward to supporting you along the way. Please review some of the program expectations we discussed in Mentor 101 training (we realize that it might have been about a month since we reviewed these expectations). We would also like to take this opportunity to introduce the match support team and highlight the calendar of events.

### Program Expectations

(Please review the program expectations attachment.)

### Staff Introductions

**Jasmine Lewis, match support specialist:** Jasmine is a graduate of Morgan State University in Baltimore. She majored in family studies and minored in psychology. At [program name], Jasmine supports the match process. From time to time, Jasmine will send Google Forms to schedule mentor check-ins. If you have questions, contact Jasmine at [jasmine@\[program\\_name\].org](mailto:jasmine@[program_name].org).

**Roger Thomas, events coordinator:** Roger is a graduate of Coppin State University in Baltimore. Roger majored in arts education, with a minor in theater studies. Roger facilitates match events for mentors and mentees. This semester, he is working to organize virtual tours of the American Visionary Art Museum and Walters Art Museum. Stay tuned for emails from Roger that include special codes for all-access passes to some of Baltimore's best art spaces! You can contact Roger at [roger@HYPERLINK](mailto:roger@HYPERLINK)  
"<mailto:jasmine@creativityconnections.org>"[program\_name].org.

**Maya Patterson, AmeriCorps VISTA:** Maya is one of the newest members of [program name]. Maya joined the team in September after completing her degree in film studies from Towson University. From time to time, Maya may reach out to coordinate check-ins or send updates about upcoming events. In addition, if you have any resources that you would like to share with the team, Maya is working on organizing a newsletter and private Facebook group for all the mentors. You can contact Maya at [maya@HYPERLINK](mailto:maya@HYPERLINK)  
"<mailto:jasmine@creativityconnections.org>"[program\_name].org.

### Timeline of Events:

### Connect with us on social media:

#### PRO TIP!

*Notice how this sample mentoring program creates a very interpersonal approach to their emails. Communication should be detailed, yet engaging and fun!*

## Sample Program Expectations for Mentee

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Dear mentees,

We have reviewed some of the program expectations during our Mentee 101 training. Please review these important expectations to make sure you get the most out of the program. We look forward to supporting you along the way.

Sincerely,

Ms. Jasmine & Ms. Maya

- **Be proactive:** Don't wait for your mentor to reach out to you. Reach out to them to set up virtual meetings and update them on your progress before they ask.
- **24-hour rule:** Respond to all emails or text messages you receive from your mentor or program staff members within 24 hours of receiving them.
- **Time of day:** Be aware of what time you are scheduling a meeting with your mentor. Sometimes, they can meet only during certain times, so be flexible. Determine the appropriate hours for sending a text message.
- **Video conferencing etiquette:** Keep the camera on, if possible. Turning your camera on creates more of an interactive and personal experience between you and your mentor.
- **Think about what to discuss before you meet:** This will help you get the most out of the meeting with your mentor. If your mentor asks you to do some research before the next meeting, make sure that you come prepared with the necessary information.
- **Complete goal-setting worksheets and surveys:** They are important to the success of [program name].
- **Attend virtual events with your mentor:** If your mentor is unable to attend the event, go anyway! Roger is working on some great events this year!
- **Inform your mentor about the impact/progress made over the duration of the mentoring relationship:** What did you learn? How have you grown?

### Have fun!

We realize we will really need to be creative as we transition into an online environment. There are virtual games and art-based activities taking place online. If you have more suggestions, send them to Ms. Maya at [maya@\[program\\_name\].org](mailto:maya@[program_name].org).

### Summary

We anticipate this program will involve a minimum of one hour per week in virtual video chats and/or e-mail communication. The maximum time commitment will establish itself based on the schedule of the participants and the growth of the relationship. Group activities will likely represent four weekend days during the academic calendar year.

## Sample Mentee Welcome Email

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Dear mentees,

Thank you for your participation in [program name]. We look forward to supporting you along the way. By now, your mentor should have connected with you to set up a time to meet. If you are having trouble connecting with your mentor, please reach out to Ms. Jasmine and Ms. Maya so they can be in touch with your mentor.

During your first meeting with your mentor, please review your goal-setting worksheet and together send this back to the program staff once complete. If you have any questions, email Ms. Jasmine at [jasmine@\[program\\_name\].org](mailto:jasmine@[program_name].org) and Ms. Maya at [maya@\[program\\_name\].org](mailto:maya@[program_name].org).

### Program expectations

Please review the attachment “Mentee Program Expectations.”

### Staff introductions

**Jasmine Lewis, match support specialist:** Ms. Jasmine is a graduate of Morgan State University in Baltimore. She majored in family studies and minored in psychology. At [program name], Ms. Jasmine supports the match process. From time to time, Ms. Jasmine will send Google Forms to help schedule group mentee check-ins or send surveys to track your progress and measure the amount of time you are spending with your mentor.

**Roger Thomas, events coordinator:** Mr. Roger is a graduate of Coppin State University in Baltimore. Mr. Roger majored in arts education, with a minor in theater studies. Mr. Roger facilitates match events for mentors and mentees. This semester, he is working to organize virtual tours of the American Visionary Art Museum and Walters Art Museum. Stay tuned for emails from Mr. Roger that include all-access passes to some of Baltimore’s best art spaces! Contact Mr. Roger at [roger@\[program\\_name\].org](mailto:roger@[program_name].org).

**Maya Patterson, AmeriCorps VISTA:** Ms. Maya is one of the newest members of [program name]. Ms. Maya joined the team in September after completing her degree in film studies from Towson University. From time to time, Ms. Maya may reach out to coordinate virtual check-ins or send updates about some of our events. Ms. Maya is working on organizing a mentee newsletter! In the meantime, contact her at [maya@\[program\\_name\].org](mailto:maya@[program_name].org).

### Timeline of events:

### Connect with us on social media:

## Sample Guardian Welcome Email

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Dear parents/guardians,

Thank you for allowing your child to participate in [program name]. We look forward to supporting all participants (mentors, mentees, and parents/guardians) along the way. Last week, we coordinated preliminary e-introductions between mentees and mentors. By now, your child should have set up their first meeting with their mentor over video chat. If your child has encountered any challenges with working online, they should contact Jasmine at [jasmine@\[program\\_name\].org](mailto:jasmine@[program_name].org) and Maya at [maya@\[program\\_name\].org](mailto:maya@[program_name].org) as soon as possible.

Program expectations are critical to the success of the mentoring relationship. The link below outlines some of the expectations for mentees. Please review these expectations with your child before they meet with their mentor.

Throughout the year, we will be working with local Baltimore organizations to host virtual museum tours, Q&A events, and other interactive virtual experiences. We encourage mentees to participate, even if their mentor is unable to attend. In the case that the mentor is unavailable, feel free to participate with your child. In addition, Roger is working on coordinating events to help mentors, mentees, and parents/guardians connect. We believe this helps build a bridge among all participants.

### Staff introductions

**Jasmine Lewis, match support specialist:** Jasmine is a graduate of Morgan State University in Baltimore. She majored in family studies and minored in psychology. At [program name], Jasmine supports the match process. From time to time, Jasmine will send Google Forms to help schedule virtual group check-ins for parents/guardians or send surveys to track your child's progress and measure the amount of time your child is spending with their mentor.

**Roger Thomas, events coordinator:** Roger is a graduate of Coppin State University in Baltimore. Roger majored in arts education, with a minor in theater studies. Roger facilitates match events for mentors and mentees. This semester, he is working to organize virtual tours of the American Visionary Art Museum and Walters Art Museum. Make sure that your child looks out for emails from Roger. He will be sending special codes for the mentees and mentors to have all-access passes to some of Baltimore's best art spaces!

**Maya Patterson, AmeriCorps VISTA:** Maya is one of the newest members of [program name]. Maya joined the team in September after completing her degree in film studies from Towson University. From time to time, Maya may reach out to coordinate virtual check-ins or send updates about our events. Maya is working on organizing a mentee newsletter, as well as a parent/guardian newsletter. Stay tuned for future communication! In the meantime, contact Maya at [maya@\[program\\_name\].org](mailto:maya@[program_name].org).

### Timeline of events:

### Connect with us on social media:

*Tips:*

- *It is important to recognize that the guardian is allowing their child to participate in the mentorship program. At times guardians have reported feelings of "jealousy" or concern that the mentor is trying to change the young person. Including the guardian as part of the program aims for a more inclusive program and ensures the guardian that we are all working together to support the young person.*
- *Making the guardian aware of the program expectations will help ensure the mentee is prepared to meet with their mentor.*
- *Prompting the guardian to become engaged during the start of the relationship will help the guardian feel included in the program and match journey.*
- *Communication about special events gives guardians a preview of what is to come during the mentor/mentee relationship in terms of events.*
- *Providing a space for guardians to connect and give feedback on the program will allow programs to enhance their communication practices and match support. Some examples include a dedicated newsletter and focus groups.*

## Sample Mentor Application – Availability Questions

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### Weekend Match Events

Most of [program name]’s match events take place once a month on the weekends for three hours. In an effort to maximize mentors’ event participation, please check off meeting times that work best for your schedule. If your availability changes, please contact Maya at maya@[program\_name].org.

- Saturday: 9 AM to noon
- Saturday: Noon to 3 PM
- Saturday: 3 to 6 PM
- Sunday: 9 AM to noon
- Sunday: Noon to 3 PM
- Sunday: 3 to 6 PM

### Weekday Mentor Training and Networking Virtual Events

Providing opportunities for mentors to connect, as well as build skills that will enhance their relationship with their mentee, is very important to the success of [program name]. Most of the mentors-only training and networking opportunities take place during the week. Please let us know the best times for you to attend a two-hour training. We will do our best to accommodate all schedules and offer a variety of times to meet mentors’ needs. Again, if your availability changes, contact Maya at maya@[program\_name].org.

	Mon	Tue	Wed	Thurs
Morning from 8 to 10 AM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Afternoon from noon to 2 PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evening from 6 to 8 PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Tip: Programs may want to consider placing similar language about networking events into a "Guardian Section" of the mentee's application. This way if a program would like to offer programing for guardians, they will be able to identify times they may reach the most critical mass.*

## Sample Match Support Activity Timeline

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This timeline is based on a six-month match period; the format can be extended to fit the needs of a longer program cycle.

\*Remember that National Mentoring Month is January, if you'd like to plan any special events!\*

### Month 1

- Set program staff meeting to discuss the match onboarding process.
  - Discuss how the team can build on what went well.
  - Discuss anticipated match-support challenges.
- Create a spreadsheet with all match cohort names.
  - Monitor who has completed the accountability forms and enter them into the spreadsheet.
- One week after the match, send a reminder about mentor agreement forms being uploaded online (Google Forms/Microsoft Teams).
- Two weeks after the match, check to see who has completed the accountability forms.
- Three weeks after the match, send personalized emails to mentors and mentees who haven't completed the accountability forms.

### Month 2

- Introduce ways to connect with your mentor beyond goal setting (e.g., audio book club). Create the editable list.
- Ask an active mentee who is interested in music to create a Spotify playlist. On an editable list ask mentors and mentees to enter their "Get Up and GO" song or the song that gets them motivated!
- Conduct a mentors-only virtual check-in and use the check-in question list to help facilitate the event. Address any issues, ask mentors if they would like to host an event with mentees, and plan for another mentors-only virtual check-in for Month 4.
- Conduct a mentees-only virtual check-in and use the check-in question list to help facilitate the event. Address any issues, ask mentees if they would like to host an event with mentors, plan for another mentees-only virtual check-in for Month 4.
- Send a program satisfaction survey. Be sure to ask mentors or mentees if they would like a follow-up call regarding the survey.

### Month 3

- Share the Spotify playlist developed in Month 2 with the entire cohort.
- Host an online event based on feedback from Month 2 mentor and mentee check-ins.
- Monitor completion of online surveys. Update the completion of the survey in the accountability forms spreadsheet. Be sure to follow up with any mentor who asked for a follow-up call, as well as mentors and mentees who have not completed the survey. It is important to monitor those relationships very closely.

## Month 4

- Conduct a mentors-only virtual check-in and use the check-in question list to help facilitate the event. Address any issues and ask mentors for ideas regarding a closing celebration event. Get a consensus on a mentors-only virtual wrap-up event for Month 6.
- Conduct a mentees-only virtual check-in and use the check-in question list to help facilitate the event. Address any issues and ask mentees for ideas regarding a closing celebration event. Get a consensus on a mentees-only virtual wrap-up event for Month 6.
- Consider hosting a special event with an author or motivational speaker identified by mentors and mentees.

## Month 5

- Hold a team meeting about end-of-cycle activities. Will there be an online event to celebrate the match relationships? If so, who will host it? What types of gifts might the organization send to mentors? Will there be one-on-one closure meetings with mentees, mentors, and program staff members? Who will be present?
- Develop exit strategy surveys. Inform participants that these will be sent in the upcoming weeks and that the information they provide is critical to building future cohorts.
- Create an editable document for mentors and mentees to sign up for closure meetings. Send this at least one month before the meeting. Organize video technology links and send meeting invitations to each participant right away.
- Host an online event based on feedback from Month 2 mentor and mentee check-ins.

## Month 6

- Host a mentor-mentee wrap-up event.
- Collect exit surveys, using the accountability forms spreadsheet to keep track of individuals who have completed their forms.
- Evaluate the content of surveys and send any positive testimonials to the marketing team so that they can be posted on social media.
- Send thank-you notes to participants and make phone calls. Ask mentors for referrals of mentors who might be interested in participating in the next cohort.
- Develop a recruitment plan for the next cohort.

## Sample Accountability Email Text and Form

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### Suggested Email Text for Accountability Form

Dear [program name] mentors and mentees,

As you start your mentorship journey together, it will be important to think about how you will spend your time together. Please take some time during your first few weeks together to complete the following document. It will help support your match, it will help us see that you two have connected, and it will help us think of the ways we can support you both during the year. Thank you for your time!

Sincerely,

The [program name] team

**Sample Accountability Form**

**Mentee Name:** \_\_\_\_\_ **Email Address:** \_\_\_\_\_

**Mentor Name:** \_\_\_\_\_ **Email Address:** \_\_\_\_\_

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**MENTEE**

**Goals:** By working with a [program name] mentor, I hope to be able to accomplish the following three goals within the assigned time of the program:

**Goal #1:** \_\_\_\_\_

Start Date: \_\_\_\_\_ Projected End date: \_\_\_\_\_

How will you accomplish this goal? \_\_\_\_\_

How will you measure progress? \_\_\_\_\_

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**Goal #2:**

Start Date: \_\_\_\_\_ Projected End Date: \_\_\_\_\_

How will you accomplish this goal?

How will you measure progress?

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**Goal #3:**

Start Date:

Projected End Date:

How will you accomplish this goal?

How will you measure progress?

## MENTOR

As a mentor, I will support my mentee's goals by:

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### ***Mentor and Mentee Communication***

What is the best way to connect together during the relationship? Is it best to meet in person, by phone, and/or by video call? How frequently do you plan to meet?

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What is your preferred method of communication to contact each other? When is the best time to contact each other (weekdays, evenings, weekends)?

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From time to time, emergencies happen, and meetings need to be postponed. What will be the plan of action and communication style for the mentee and mentor to communicate last-minute meeting changes? How might this hinder the relationship?

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What types of events or activities would you like to do together during your relationship?

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\_\_\_\_\_  
E-signature (type name)  
Mentor

\_\_\_\_\_  
E-signature (type name)  
Mentee

\_\_\_\_\_  
E-signature (type name)  
Program staff member

*Tip: The questions on this sample form might be tough for the mentor and mentee to talk about but the goal is for them to talk about their expectations and communication styles from the start of the relationship. That way, if these situations arise, they have talked about them early on in the relationship.*

## Sample Mentor Group Check-in Questions

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These events should provide a welcoming space for individuals to provide feedback and help shape the program.

**Format:** Group session, either in person or by video conference

**Time:** 30 to 45 minutes (maximum)

**Introductions:** Start off by having the group members introduce themselves, stating their name, profession, and where they are from (if the group is calling in)

**Setting the stage:** Explain that the intention of the session is to informally gather some feedback about the program and to identify ways to help mentors and mentees. The conversations may take on a life of their own and lead to helpful insights. Below are some questions to consider when hosting programmatic check-ins.

- What are some things that you like about the program?
- What are some of the expectations that you had about the program? How have they been met, or how have they changed?
- What have you learned so far from your mentor/mentee?
- What are some things that you have taught your mentor/mentee?
- How might we be able to support you and your mentor/mentee?
- Are there any advanced training topics you would like our program to cover?
- What are some ways we can strengthen the program?

## Sample Mentor Check-in Questionnaire

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Dear [program name] mentors,

We are so thankful for all the time and support you are providing to the [program name] mentoring program. Please take a few moments to complete the following survey so that we are able to better understand the mentoring process and help shape the program with your feedback.

1. Mentor's name
2. Mentee's name
3. How long have you been matched with your mentee?
4. About how many times have you met with your mentee?
5. How many hours do you think you have spent with your mentee?
6. What are some of the ways that you have helped support your mentee?
7. How has the level of engagement been with the mentee's parent/guardian?
8. Do you feel that you are supported by [program name]? What are some additional ways that we might be able to support mentors and mentees?
9. Are you interested in sharing your story/career path with mentees, leading any workshops for mentors, or leading workshops for both mentors and mentees?
10. Is there anything else that you would like to share with us?

### Tips:

- *Often programs need to submit information for grants that tracks hours/length of time mentoring. Questions that are program specific are helpful to include in monthly surveys.*
- *Each mentor and mentee will have a unique experience, however common themes may arise and it is helpful to learn how the mentors are supporting their mentees.*
- *Deepening the relationship between the mentor and mentee helps the relationship longevity. Question #7 helps to learn if the mentor and guardian have connected. If this is applicable to your program, and the mentor has not connected with their mentee's guardian, consider sending a group email and introduction to the guardian and mentor.*
- *Question #8 helps to gauge the level of program satisfaction. The mentor might ask for help on a certain topic. If the theme is reoccurring amongst multiple mentors, this is the perfect way to identify potential workshops/trainings.*
- *As mentors become more confident and immersed in the program, relying on mentors to help with programming will become an invaluable tool. This takes pressure off of the program staff to plan virtual programming and also engages the mentor even more. Soon programs might be able to build in a pipeline of events. In addition, mentors and mentees may be interested in co-presenting workshops together which helps develop the leadership skills of the mentee.*
- *Question #10 demonstrates to mentors that the program is invested in their ideas and provides a space for them to share their ideas further and include anything the program may not have addressed in the first series of questions.*

**Sample Match Support – Check-In Template**

<b>Mentor Name</b>	<b>Mentee Name</b>	<b>Date Matched</b>	<b>Date of Check-In</b>	<b>Match Notes</b>	<b>Immediate Follow-Up</b>
Johna Mills	Bryan Ross	09/07	09/21	<p>Johna and Bryan have met weekly since they were matched. Johna says that Bryan logs into the virtual meetings on time but sometimes is a little quiet and he is having difficulty as a mentor navigating the silence.</p> <p>Discussed the idea of playing online games or attending virtual museum tours.</p>	<p>Send resources to mentors about questions to ask their mentees.</p> <p>October's Monthly Webinar should address communication strategies and ways to help mentors communicate with their mentees. Role play scenarios during the workshop.</p>
				<p>During the group mentee check in we asked Bryan if he had any suggestions on ways that mentees could connect with their mentors. He mentioned that he would be willing to create a playlist of music to share with his mentors.</p>	<p>Bryan's suggestion about creating a music playlist should be shared with all program participants.</p>
Sarah Corbin	Maya Burns	09/07	09/21	<p>Sarah has not been able to connect with Maya. Sarah emailed Maya twice and has not heard back.</p>	<p>We let Sarah know that we will be reaching out to Maya and Maya's guardian. Follow-up as soon as we hear back to learn how to best connect Sarah and Maya and to gauge Maya's interest in the program.</p>
			09/21	<p>Maya from [program name] reached out to Maya B. Maya B was in the process of moving to her grandmother's apartment in West Baltimore and they did not have internet connection. Maya is going to email Sarah by the end of the week (9/28) to set up a new virtual match meeting. Maya will also include [program name] staff for visibility.</p>	<p>Set a calendar reminder to check in that Maya connected with her mentor Sarah by 9/28 as indicated by Maya.</p>

## Building Your Capacity for Match Support Companion Packet



Mentor Name	Mentee Name	Date Matched	Date of Check-In	Match Notes	Immediate Follow-Up
Lynne Recee	Rodney Parker	09/07	09/21	Lynne and Rodney have gotten off to a great start. Rodney has already attended a virtual art class with Lynne. Lynne has offered to teach a group art therapy class to all mentors.	Check in with program staff to identify a date for Lynne to co-host a virtual art therapy class for mentors.

Ask Rodney to participate in an Information Session to share his experience in the [program name] Mentorship Program with prospective mentees.

*Tip: Program coordinators can color code match support check-in's. For example, you might use colors such as red, yellow or green to highlight match progress and identify relationships that need to be monitored more closely than others*

## Sample Mentee Goal Setting Workshop Overview

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- 1. Start with a short opening icebreaker activity:** You could ask participants to share:
  - Their name, school or year (7th grade, 8th grade, 9th grade)
  - Their favorite thing about the season (fall, spring, winter, summer)
- 2. Continue with an energizer activity related to goal setting** – Have students spend one to two minutes reflecting on the types of goals famous people may set for themselves. Next, ask for a few students to share their reflections and record (either by typing in the chat box if the session is online, or writing them on a board if the training takes place live). The key is for this section to be fairly broad. You may even ask the mentees to identify just one person to make it easier.

Example: What were some of the goals that Chadwick Boseman may have set from a young age?

  - To get into college and learn skills to become a great actor
  - To find an agent to help him with his career
  - To win a Screen Actors Guild Award
  - To break down barriers for young people to pursue acting careers
  - To act as a superhero in a Marvel movie
- 3. Introduce goal setting:** Start off by discussing the importance of goals and defining the difference between short term and long-term goals.

Use the example that the group selects to possibly break down short term and long-term goals. If you need more support to unpack or demonstrate the difference between short- and long-term goals, ask some of the mentees to share a short-term goal and a long-term goal they have set for themselves. If this is still difficult to answer, consider planting a seed in the workshop and asking someone that is similar in age to help co-present this piece so the mentees may relate to the example.

**General examples:** Trying out for a sport, learning a musical instrument
- 4. Facilitate mentee reflection:** After defining short term and long-term goals with the mentees, have them reflect on the following questions:
  - Why is goal-setting important?
  - Why do we need to be very specific about our goals in life?
  - What types of goals are you working toward right now?
  - What are some goals you might want to work on in the future?
- 5. Lead a group brainstorming activity:**

**Academic Goals vs Personal Goals**

  - Develop a list of academic goals and personal goals with the mentee. Make this visible for all of the mentees to access.
  - Review all of the thoughts written down by the facilitator
  - Ask the students if any of their goals for themselves are up on the board.

- Ask the mentees to silently reflect about three of their goals. There should be a mix of both academic and personal.
- It can be helpful to have the facilitator (or a co-presenter) similar in age to the mentees present their goal to the group.
- Invite the mentees to ask questions about the stated goal:
  - When do you want to do this?
  - How will you pay for that? Why?
  - Let them be their own best example because very shortly all the questions they are asking you will in turn be the same ones they ask themselves and one another.

## 6. Creating SMART goals activity:

- Introduce the acronym SMART. It is important to plot out goals that are SMART (Specific, Measurable, Achievable, Realistic, Timely)

### **SMART**

- **Specific:** If a goal is too general, it is also too hard to pin down. 'I want to get good grades' is too general. Focus your goal, and answer the who, what, when, where, and why of it!
- **Measureable:** Measuring a goal is very important because it answers the questions: how much, how many, how often?
- **Achievable:** Is the goal achievable for you and how long do you estimate it will take?
- **Realistic:** Is the goal relevant and realistic to your life? Will you be able to follow-through with the goal? Will you need help to accomplish your goal?
- **Timely:** Does your goal fit with your schedule right now and other life goals, and will you be able to achieve your goal in a timeframe you can measure? Is it a long-term plan or a short-term plan?

\*Program Coordinators may wish to distribute the SMART GOALS Template.

- Sticking with the same example goal, demonstrate how you would apply that goal to the SMART Goal Formula.
- After you walk through the first example, have students try out their goals and walk through them. You can give silent reflection time, have students share in pairs, set virtual break out rooms or call on mentees to present one of their goals to the group.

## 7. Address Fears and Roadblocks

- It is important to address with mentees that there may be times when a roadblock or obstacle impacts a goal and how to plan for these roadblocks will be the key to achieving these goals.
- In this section the program coordinator or co-facilitator may wish to speak about a personal goal they set out to accomplish and how they faced roadblocks. This will help to personalize the connection with the audience and add an additional level of trust so that mentees feel comfortable sharing how they will overcome any roadblocks in their way with the group and ultimately with their mentor. Throughout the entire workshop facilitators should demonstrate the parallel that while this is a workshop you are teaching them to think through goals that they may be working on for themselves with the support of their mentor.

- Facilitators can ask the mentees to go pair up. If you have paired mentees before they may use the same buddy or feel free to assign small groups at this time. Allow for each mentee to share out their goals and how they will overcome their roadblocks with the small group.

### **8. Wrap-Up**

Ask small groups to share out what they spoke about to the larger group

Discuss ways to stay on task and keep motivated.

- Write goals down
- Continue learning/practicing
- Measure progress
- Set reminders on a phone
- Use a calendar
- Share their goals with their mentor, friends, family members, teachers

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