



Academy of Engineering & Advanced Manufacturing  
Apex Friendship High School

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# BUSINESS MENTOR GUIDE

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# September 2019

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Academy of Engineering

Business Mentor

Session 1

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## Overview

Your main goal as a mentor is to provide guidance and encouragement to high school students. You can only guide and support a student if you develop a strong relationship with him or her--a relationship based upon mutual trust and respect.

## Objectives

The following activities are provided to you as suggested topics to help get to know each other better. Please set goals and norms for your specific group. For example, how will you communicate with your group about upcoming meetings? Email? Slack?

## Activities

### 1. Getting to know each other

A major part of this meeting is to understand the people in your group. Many students from last year thought that it would be beneficial if they had more of a connection with their mentor. Some topics can be found to the left.

### 2. Group goals

This activity is a great way for mentors and students to reach a common understanding about what they want and expect from the mentoring relationship.

## Wrapping it up

Next meeting is **October 2019**

Students need to discuss/share their strengths as well as their limitations. The mentor and peers can provide constructive feedback on how to grow and get better in the areas that they find challenging.

For example, help the mentee step outside their comfort zone to grow in the area they need improvement. This can be a homework assignment to come ready to share at the next meeting.

## Materials

Page 2 for the group to complete

## Getting to know you

Here are some topics:

### Personal:

Discuss what you would do differently in college if you had a chance to start over.

Talk about how you have dealt with personal or professional challenges during the course of your career.

### Professional:

Discuss your educational background and the role that education played in your transition into the professional world.

How has your industry and position changed in the past 3-5 years?

Share information about current trends or emerging issues in your field.

Give tips or suggestions for preparing to work in a professional environment, from your personal experience.

## Mentor Group Goals / Norms

Mentor:

Students:

1. What do we want to accomplish together?
2. What will we do to accomplish these goals?
3. What areas should we work on the most?
4. How does your group plan to communicate about meeting dates, homework, etc?

Other:

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# October 2019

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Business Mentor

Session 2

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## Overview

Students have been introduced to resumes and instructed to draft a copy of their own personal resume. Through English III Honors, students have had the opportunity to see example of poor resumes as well as resumes that stand out.

## Objective

This session will focus on resumes. By the end of this session, students will have the feedback they need to finalize their draft copy of their resume. Have students share their homework from last month's meeting.

## Activities

1. Students share homework assignment from last month, Strengths and Limitations.
2. Resumes. Talk about what you personally find can be good or bad about a resume. At this point, students should have a draft of their resume and hopefully shared it with you.
3. Interviews. Students will have practice mock interviews in November. You can use this time to talk about what interview skills. The students will want to know what characteristics you personally look for when interviewing and what type of questions are typically asked.
4. Weekly Reflection. This worksheet will be found on page 5. Although this can be filled out during any week, encourage the students to focus on filling it out during the week of their mock interview. This is done for homework.

## Wrapping it up

Next meeting is **November 2019**

Mock interview date is **November 7, 2019**

Moonshot Presentations (English III Honors) – **November 13, 2019 6:00-8:00 PM**

## Materials

Page 4 with extra resources for working on interviews.

Page 5 for student homework

## Other Resources

### Interviewing

<http://www.quintcareers.com/interviewing-dos-donts.html>

[www.myfuture.com](http://www.myfuture.com)<sup>[1]</sup><sub>[SEP]</sub>

<http://jobsmart.org><sup>[1]</sup><sub>[SEP]</sub>

### Resumes

<http://www.myfuture.com><sup>[1]</sup><sub>[SEP]</sub>

<http://www.umn.edu><sup>[1]</sup><sub>[SEP]</sub>

# Interview Role Play

Here is an activity that will get students more engaged in what they need to know for their upcoming mock interview. If you do not think that your students will feel comfortable doing this in a large group, you could split them up into pairs and they could take turns going back and forth. Feel free to tweak this script to make it your own.

## Interviewer's Script

“Good morning, my name is [Mr. or Ms.] \_\_\_\_\_ and I will be conducting your interview this morning.” Extend your hand to shake hands with the applicant. “Please have a seat.”

“We are interviewing for the position of a restaurant host/hostess. We are looking for someone with good customer service and communication skills, someone who is dependable and gets along with others. This person will be the first person to greet guests when they come into our restaurant, so it is very important to us that the host displays a positive and welcoming attitude.”

“Now, I have some questions to ask you.”

“Did you bring a copy of your resume?”

“Tell me a little bit about yourself.”

“What are your strengths?”

“What are your areas for improvement?”

“Why do you want to work here?”

“Tell me about a recent job or volunteer position you had.”

“Why did you leave that position?”

“Do you have any questions for me?”

# Weekly Reflection

Pick a week between today and the next time we meet in November to reflect on your short-term goals for the week by answering the following questions. Be prepared to share with our group at our next meeting.

TIP: This could be interesting to complete the week of your interview.

1. What was the high point of the week?
2. Whom did you get to know better this week?
3. What was the major thing you learned about yourself this week?
4. How could this week have been better?
5. What did you procrastinate about this week?
6. Identify three decisions or choices you made this week.
7. What were the results of these choices?
8. Did you make any plans this week for future events?
9. Unfinished Business

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# November 2019

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## Overview

Students participated in practice mock interviews on November 2. Use this time with your mentee to discuss areas they did well in and areas for improvement. Also this can lead into a discussion on networking.

## Activities

### 1. Reflection

During this time, have students share some of the things from their weekly reflection worksheet that was given to them in the October meeting. If they choose to reflect during the week of the mock interviews, have them elaborate on what they think they specifically did well or what they struggled with during the practice interview and how to get your foot in the door to get that interview.

### 2. Networking

The activity that we have planned for networking will get participants thinking about different relationships and how those relationships start to “weave a web” of networking. It will help them begin to realize how to use their current networks to broaden their future network. After all, it’s about whom you know...who knows someone...who knows someone...and so on.

## Wrapping it up

Next session: **December 2019**

Ask mentees to take the lead on your next mentoring sessions. Have your mentees take the lead by interviewing you and give you a chance to tell your career story. See activities for December.

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Academy of Engineering

Peer Mentoring

Session 3

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## Materials

You will not need any materials for the students. You will need page 7 and the students will just need a separate piece of paper and a writing utensil.

## Networking Conclusion

Conclude this activity by discussing ways to strengthen second degree contacts. For example, take some time to get to know your co-worker, send your counselor a birthday card, or congratulate your neighbor for his new promotion. Discuss the fact that it is often the small things we do that help to make a connection with someone else and this is what networking is all about. Once you know someone well, it could lead to learning about new jobs or internships that you could take part in with them.

If time allows:

Work with participants to build a list of third degree contacts and work together to develop a plan for possible ways to make contact. Then, use third degree contacts to set up a series of informational interviews. As a group, decide on some of the questions that might be important to ask during an informational interview

# It's a Small World

Picture or draw of a dart board with three concentric circles (a middle bull's eye/target with a larger circle around it, and then another larger circle around it).

**The middle circle – or the bull's eye – is your FIRST DEGREE CONTACTS.** These are the people closest to you - those people in your life who you love and can depend on. You see these people often and have good relationships with them. Examples of people in your first degree might include: parents and siblings, best friends, relatives (including grandparents, aunts, uncles, and cousins), coaches, a boyfriend or girlfriend, etc.

**The next circle is your SECOND DEGREE CONTACTS.** The people in this circle are those you “kinda- sorta” know – but you might only feel comfortable interacting with them occasionally. These people are aware of you, and you are aware of them, but you don't have a close relationship. Some of these people might be those you say “hi” to in school or at the gym, the barista at the local coffee shop, the neighbor who waves to you while walking the dog. **EXAMPLES** of people in your second degree might include: co-workers (if you have a job), teachers or counselors, your friends' parents, neighbors, etc.

**The outermost circle is your THIRD DEGREE CONTACTS.** These are people who you WANT to meet or know. These are people who could potentially help you with your career dreams. This could be anyone. Don't underestimate yourself!



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# December 2019

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Business Mentor

Session 4

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## Overview

### Activity

#### 1. Mentee Interview of Mentor

Allow your mentees to find out more about you through an interview where they ask all the questions. Your mentees may use the sample questions or make their own questions.

#### 2. Career Story

Offer to tell your career story in some detail. How did you start your career? What changes did you make along the way? Include high and low points and how these learning experiences helped you

#### 3. Cultures, Customs and Celebrations

Talk about different cultures and how they celebrate the holidays. Talk about the different foods, customs, languages, and other traditions that are important. Ask them if they have any special traditions they celebrate at home.

### Wrapping it up

Next meeting is **January 2020**

## Materials

Sample questions:

- What person has had the greatest impact on your life?
- What is the thing that you like to do that gives you the most joy?
- If you could do anything that you wished in the world, what would that one thing be and why?
- What qualities do you like about yourself?
- Who are your best friends and what qualities do you like about them?
- What was your favorite subject in school?
- What were you like when you were my age?
- Why are you a mentor?

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# January 2020

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Business Mentor

Session 5

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## Overview

With the beginning of a new year, it's a good time to reflect and to develop goals. These goals can be academic goals for the start of a new semester, personal goals, or even career goals to assist students towards thinking about internships. Goal setting, academic strengths, career exploration. Mentees will be able to identify their academic strengths and struggles, so that they have a clearer idea of areas that they should continue to strengthen and those for which they need to seek additional support.

## Activity

1. Give each mentee a copy of the handout or have them create their own from a blank sheet of paper.
2. Mentors will work with mentees to help them fill out one section at a time.
3. Help your mentees clarify their personal visions—what they would like to be/do/own/influence/be with/ be remembered for in the next one to five years.
4. Start with the center rectangle, where the mentees will write their career goals.
5. Next fill out the quadrants around the goals box, mentees will list their:
  - a. Academic strengths
  - b. Academic challenges
  - c. Extracurricular interests
  - d. Obstacles that make it difficult to reach their goals (i.e. financial resources, study skills, study environment, grades, access to academic support/tutoring, family/school balance, social/peer influences, time management, other family issues)

Note: The mentor should help them and give them ideas by pulling out of them what they like/dislike about school, and what they like/dislike to do when they're not in school. Brainstorming the obstacles might be a challenge—if they're stuck, you might want to discuss a few obstacles you faced as an example.

6. When done with these blocks, have them move to the outer layer of blocks, to answer these questions.

## Wrapping it up

Next meeting is **February 2020**

## Materials

Career Goal Cube handout

What can I pursue while in high school that will showcase my strengths?

What can I do to get help in areas I find challenging?

Academic Strengths

Academic Challenges

Career Goals

Extracurricular Interest

Obstacles to meeting my goals

How can I use my talents to help me in school?

What commitments can I make in order to reach my goals?

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# February 2020

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## Overview

This session will focus on career pathways that may help students identify internship opportunities and organizations students are interested in contacting regarding an internship.

## Activities

Help them research, then write up or draw a chart of several career paths they might take. Suggest that they interview at least three individuals happy with particular career decisions and three who have had second thoughts. Ask them to present the findings to you and perhaps the other mentees at the next meeting.

## Wrapping it up

Next meeting is March 2020

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Academy of Engineering

Business Mentor

Session 6

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### **Career Interviews:**

Next year in their senior engineering class, students will need to conduct a few career interviews. Encourage students to hold onto their notes and save in a safe place to reuse senior year.

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# March 2020

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Business Mentor

Session 7

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## March Overview

This session will focus on internship opportunities and organizations students are interested in contacting regarding an internship.

## Activities

### 1. Three Companies

Have your group each pull out a blank sheet of paper and something to write with. Then, have them write down 3 organization they are interested in contacting for an internship and **why**. Have the students talk about different internships they may be interested in pursuing. If you know of any internships or organizations that a student can reach out to you can always recommend them. Discuss ways students can look for internship opportunities. Have students refer back to their network from the previous activity. Who do they know that they can contact and speak to regarding internship opportunities?

## Summary:

Have the students talk about different internships they may be interested in pursuing. If you know of any internships or organizations that a student can reach out to you can always recommend them. Discuss ways students can look for internship opportunities. Have students refer back to their network from the previous activity. Also, have them keep in mind their career goals you discussed with them. Who do they know that they can contact and speak to regarding internship opportunities?

## Wrapping it up

Next meeting is **April 2020**

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# April 2020

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Business Mentor

Session 8

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## Overview

This session we are talking about email etiquette and communication. We want to make students more comfortable with approaching businesses.

## Activities

### 1. Email etiquette

Communication between mentors and students should not be one sided. All students should be using their email for communication about meetings or help with resumes. They will also need to know how to properly send an email. Helping with their email etiquette will be essential for them in the next few months

- Subject line
- Salutation and closing
- Identifying yourself clearly
- No text message language

### 2. Communication

Discuss with your mentees the different types of communication they might use in different situations and environments. Such as, when it's appropriate to text vs. email. Introduce the idea that language/communication varies by context – and that it's important to understand what might be acceptable and expected in one setting may not be appropriate in another.

## Wrapping it up

Next meeting **May 2020**

## Communication Conclusion

Discuss the following ideas with participants, encouraging an honest dialogue:

1. When the group changes, does the message change? Why or why not?
2. What are some examples of communication (both verbal and non-verbal) that you should always try to practice when communicating with an employer? How would your friends react to you if you communicated with them in the same way you would to an employer?

### **Scheduling Note:**

AP Exams run from May 4-15. Juniors taking AP exams may not be in school. Next month may be difficult to find a common time to meet. If you can't meet face-to-face, it's okay to check in with your group via email.

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# May 2020

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Academy of Engineering

Business Mentor

Session 9

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## Overview

This meeting will begin with having a discussion about the students and where they are on the process of finding, securing and beginning their internship. Then you want to have closure with your mentee.

## Activities

1. Internship Check-In. How has talking about your strengths and weaknesses helped you better understand the type of internship you want/looking for? If you haven't found an internship, what should you be doing now to help yourself out? In what ways do you think AOE has prepared you for finding your internship or preparing you for the field you are interning in?
2. Have students divide a paper into three sections. Students label sections as follows: "One Thing I Learned in Group Is..."; "I was surprised by..."; "I will always remember...". Each student completes their own list and shares one of their ideas with the group.
3. Gifts we share. The mentor talks about the gifts that we give each other. We think of tangible things as gifts, but the gifts we give each other in group are different. Gifts can include having a sense of humor, showing understanding or empathy for others, listening carefully, and expressing our feelings in a healthy manner. In your group, you can share out the gifts you have received from each other through this mentor/mentee relationship.

## Scheduling Note:

AP Exams run from May 6-17. Juniors taking AP exams may not be in school. Next month may be difficult to find a common time to meet. If you can't meet face-to-face, it's okay to check in with your group via email.