



**Department of  
Education**

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## **NEW YORK CITY MENTORING PROGRAM HELPING HIGH SCHOOL MENTEES SET THEIR GOALS**

What does the mentor wish to accomplish with the mentee?

1. Improve his/her self-image
2. Explore new experiences and sources of information
3. Learn self-reliance
4. Gain a friend who can be trusted
5. Set and achieve goals
6. Learn to put off gratification
7. Think in terms of a future
8. Develop and capitalize on personal talents and abilities

Whatever the reason for the establishment of the relationship, the reason the mentee returns week after week to meet with the mentor must be based on the accomplishment of mutually agreed-upon achievable goals. The following outline offers some questions to consider when helping mentees set their goals.

### **I. Future Plans**

- A. Identify the knowledge and skills I would like to learn as a result of going to and completing high school.
- B. If I went to college, what would I want to learn? What schools offer the course of study I would need? What do I need to do in order to qualify for admission? What are the costs? Where can I obtain the funds?
- C. What should I look for in college bulletins? How can I get my own copies of college bulletins?
- D. What do I really want out of school?
- E. What does it mean to have a priority?

### **II. Getting A Job**

- A. What kind of jobs can I get with the skills I now have? What kinds of salaries and benefits are provided for someone with my skills? Is there a career ladder? How do I prepare for a better job with more responsibilities and higher pay?
- B. What is my ideal job regarding: salary? benefits? profit sharing? location? responsibility? concern for others? being able to see the results of my work? having others see my work? appreciation? fame? What kinds of jobs fit my ideal model?
- C. How do I find a job? Where do I look? How do I understand a "Want Ad?" What is the difference between jobs in the public sector, private sector, not-for-profit sector, and military? What kinds of jobs require a written test, lie detector test, urine sample,

blood test, driver's license, etc.? Why are these things required? What kinds of questions can't be asked on an interview? What does a "non-discriminatory" policy mean?

- D. How do I follow up on a job lead? What is a job application? What information do I need for an application? What is an interview? What if I have nothing to wear for an interview? What if I want to change my appointment? What is a reference letter?

### III. What Can You Teach Me?

- A. What are entry-level skills?
- B. How can I develop skills, talents, and athletic abilities into hobbies and areas for potential employment?
- C. How do we travel around the city?
- D. What are my rights as a citizen, student, child, and/or parent?
- E. What are my entitlements as a citizen, student, child, and/or parent?
- F. What are my responsibilities as a citizen, student, child, and/or parent?

### IV. Independent Living Skills

- A. How do I find an apartment? How do I read rental ads? What are my rights and responsibilities? What is "security"? What is fair rent? How do you interview for an apartment?
- B. What is a budget? What is a checking account? How do I get interest? Can I get a loan?
- C. How can I get a telephone, furniture, and other utilities?

### V. Family Living

- A. How do I get health care? What is preventive care? What are primary, secondary, and tertiary medicine?
- B. What plans should I make for my baby's future? How can I take care of my baby's needs?
- \*C. How can I control my anger? (child abuse)
- \*D. How did I get into this living situation? Whose fault is it? How can I get out and stay out?
- E. How can I keep my family together?
- \*F. What's wrong with drugs?
- \*G. What current issues pose implications for hurting me or my offspring, e.g., AIDS, drugs, cigarettes, alcohol abuse?

*\*Only if adolescent agrees to discuss this issue and mentor is comfortable with the topic.*