

ETP: Email Mentoring

ETP Title	E-Mail Mentoring
Fellow Name	Allison Ly
Fellow E-mail	lya@esuhsd.org
Sponsor Company	Intel Corporation
Mentor Name	Jerry Kissinger
Proposed ETP Type	Conventional
Grade Level	High school
Category	Curriculum: Science/ Career Development
Abstract	Through email, students will be given the opportunity to interact with a high tech individual from Intel. The email mentorship can: 1) support education by helping students stay motivated and focus; 2) provide a positive way for young people to spend free time; 3) help students face daily obstacles; 4) develop career and economic skills, and knowledge.
Explanation of ETP connection to Summer Fellowship experience	<p>The Intel Foundation matches the time that Intel employees spend giving back to the schools with a cash donation. For every 20 hours that Intel employees spend volunteering for schools, the Intel Foundation will match those hours with a grant of \$200. The volunteer hours of all Intel employees at each school are accumulated to determine the total annual grant for that school. VMG hours can be accumulated through a variety of volunteer activities, including working in a classroom, chaperoning a field trip or helping paint a school.</p> <p>My Intel Fellowship has allowed me to network and come into contact with people who potentially will make the E-mentoring program a success.</p>
Objectives	Students need access and support to thrive in the academic and work environment. Often in the school setting, they are restricted to textbook lessons. There is a real need to make a connection between academia and industry work. Email mentoring:

	<ol style="list-style-type: none"> 1) takes place via the Internet and lets mentors and mentees develop their relationship by exchanging messages online. 2) makes mentoring available to mentors and students who otherwise might not be able to meet easily. because of time or travel constraints. 3) helps students learn more about high tech communications and improve their writing skills. 4) offers students the chance to develop a relationship with adults. 5) offers students a great way to find out about potential careers. 6) enables students to work with mentors on special projects.
<p>National Board or California State Standards</p>	<p>This is an academic enrichment program that will enable students to learn about career opportunities. The mentoring correspondance will help students transition to work and adult roles. Teachers will develop student career decision making and employablity skills by creating opportunities for students to gain understanding of workplace cultures and expectations. Furthermore, industry mentors will help students understand the competing demands and responsibilities that are a part of the worold of work and guide students as they begin to balance those roles in their own lives.</p>
<p>Resources Needed</p>	<p>Materials and resources needed are:</p> <ul style="list-style-type: none"> - interested Intel employees who are willing to mentor - computers - realistic themes or questions to help guide the students and mentors towards meaningful discussions and/or inquiries
<p>Implementation Plan</p>	<ol style="list-style-type: none"> 1) Solicit Intel employees from various departments (HR, engineer, finance, management, etc) to mentor. 2) Assign students to appropriate mentor who is in the career field of interest. 3) Assign weekly or monthly topics or themes to stimulate discussions and/or inquiries

	<ol style="list-style-type: none"> 4) Provide opportunity for students to visit mentor's workplace and learn about the work environment. 5) Invite mentors to be interview students in Mock Interview Luncheon. The mock interview serve as a learning experience where students with little or no prior interview experience are put on the spotlight as they interview for make-believe jobs.
<p>Evaluation/Assessment Measures Used</p>	<ol style="list-style-type: none"> 1) Students must maintain a portfolio or journal log of their online interaction. 2) Students and mentees will be given a evaluation form to assess the Plus, Minus, and Interesting (PMI) aspect of the program. This information will be used as feedback to further improve the program for next year. 3) Mentors will complete a Mock Interview Evaluation to assess the student's mock interview performance.
<p>Mentor Signature and Comments</p>	

***Academy of Travel & Tourism
Academy of Business & Finance
2005--2006***

Dear Academy Email Mentors:

Thank you for volunteering to be an Academy Email Career Mentor!

Here are some effective guidelines to get you off to a good start with your assigned student:

- Download and carefully review the recently updated EMAIL MENTORING document.
- Target questions you want to answer and/or select new information that you want to share that is related to the monthly theme.
- If you have any questions or concerns, contact one of the following educators:
 - Dan Passalacqua—Academy of Business & Finance Coordinator
passalacqua@esuhsd.org
 - Barbara Hopper—Academy of Travel & Tourism Educator
hopperb@esuhsd.org
 - Joyce Coburn—Academy Director (both Academies)
coburnj@esuhsd.org
- Remember that all of the correspondence from you to the student will be shared by your mentee with his/her teacher and other classmates so that class credit can be given and career information can be learned by all.

The following activities are optional and need to be coordinated with the Academy Director:

- Set up a meeting date and time if you want to meet with the student at school. Ask the student for a lunch hour or afternoon time when he or she can meet with you in Room E12 with an academy educator present. **In today's litigious society, do not meet alone or off campus with your mentee without a parent or educator present.**
- Participate in the Mock Interview Training Day when the date is set in April.
- Arrange for a Summer Internship position for the student (paid or unpaid).

The students will be contacting you once a month starting November 2005. For your information, a listing of participating companies follows. Remember that your volunteerism will be reported to the district, state, and national academy associations.

In Appreciation,

Joyce Coburn

Dan Passalacqua

Barbara Hopper

Participating Companies

American Automobile Association
Bebe
Silicon Valley Bank
Petrinovich, Pugh, and Company
Intuit
Stonefield Josephson
Arthur J. Gallagher Insurance Brokers of California, Inc.
Jackson Properties
Prospect Venture Partners
Classic Custom Vacations
Fairmont Hotel
HP Pavilion/San Jose Sharks
Hard Rock Café—La Jolla
Peak Travel
Santa Clara Marriott
Tech Museum of Innovation
Winchester Mystery House
Southern Methodist University
West Valley Charter
Hayes Mansion
LaPlaya/Huntington Hotels
Hilton Inn at Scotts Valley/Santa Cruz
Mission College Hospitality
Marie Callender's Restaurant
Paramount's Great America
Southwest Airlines
Los Gatos Travel Shoppe
PricewaterhouseCoopers
George Lawhon, Engineering Consultant
Pacific Gas & Electric Company
Clinimetrics
Horn Murdock Cole & Consultants
Pacific Gas & Electric
Oracle
PeopleSoft
American Express



**Academy of Business & Finance
Academy of Travel & Tourism
Oak Grove High School
Email Mentoring Program (11th Graders)
For Graduating Class of 2007
October 2005 – June 2006**



PROJECT DESCRIPTION

Career Mentor Responsibilities:

- Exchange a monthly email with mentee regarding a variety of themes.
- Serve as positive role model, improve mentee's self-esteem and confidence level, expand mentee's personal interests and overall awareness, and expose mentee to a variety of career options.
- Assist mentee in understanding today's workplace, as well as, identifying the skills and traits necessary to achieve success.

Optional Mentor Responsibilities/Activities

- Assist with a mock interview training event during the month of April.
- Set up a meeting date and time to meet with the student at school. Ask the student for a lunch hour or afternoon time when he or she can meet with you in Room E12 with an academy educator present. **In today's litigious society, do not meet alone or off campus with your mentee without a parent or educator present.**
- Partner with the students in completing an informational career research report.
- Collaborate with the Academy Director to locate potential student summer internships between the student's junior and senior year.

INITIAL TIMELINE

October

- Recruit mentors using advisory board, industry, teacher, and parent contacts.
- Distribute mentee information to Academy juniors.
- Match up mentor/mentee pairings.

November

- Exchange mentor/mentee email addresses.
- Begin email exchange using the following **MONTHLY EMAIL CALENDAR** as a guide.

MONTHLY EMAIL CALENDAR

Note: The *Monthly Email Calendar* is a suggested guide for discussion during the mentoring project. Note that each month has a particular theme associated with it. Mentors and mentees may add and delete questions and topics as deemed appropriate. Based on time available and work schedules, mentors may select as few or as many questions/topics each month to discuss with their mentees. Mentors are not required to answer each question or address each topic listed on the *Monthly Email Calendar*.

MONTHLY EMAIL CALENDAR (cont.)

NOVEMBER

Theme: “GETTING TO KNOW YOU” (Topics and questions for mentor and mentee to exchange via email):

For Mentor:

1. What do you think is your greatest accomplishment/personal achievement to date? Why?
2. What do you value most in life? Why?
3. Identify an obstacle you faced and explain how you overcame it?
4. Whom do you most admire? Why?

For Mentee:

1. What have you accomplished in your life that makes you feel proud? Explain.
2. What do you value most in life? Why?
3. What do your friends most like about you?
4. Whom do you most admire? Why?
5. List one thing about yourself you would most like to improve.

DECEMBER

Theme: “UNDERSTANDING WHAT YOU DO”

For Mentor:

1. Provide a basic description of your career.
2. Describe the company culture at your firm. (expectations, dress code, attitudes, team environment, social contact, ethics, professionalism, etc.)
3. What is a typical day like for you in this industry?
4. What are the educational requirements for your position?

For Mentee:

1. Provide a description of your academic background. (college prep classes, electives, academic strengths and weaknesses, GPA)
2. Describe your typical day. (classes, extracurricular activities, sports, work, volunteer activities, chores at home, amount of studying, time spend socializing with friends, watching television, exercising, phone calling, etc.)
3. What is your best or favorite subject in high school? Why?
4. What are some possible careers related to your favorite courses in school?

JANUARY

Theme: “LEARNING WHAT YOUR CAREER IS LIKE”

For Mentor:

1. What do you most enjoy about your career?
2. What aspects do you dislike about your career?

3. What are the working conditions like for employment in this industry? (hours, travel, training, social functions, meetings, pressure, expectations, overtime hours, work load, job stress, etc.)
4. What is your job title and what are your major responsibilities?
5. What is the salary range and key fringe benefits for your position?

For Mentee:

1. Who has been a positive influence in your life? Explain.
2. List three strengths you possess. Provide examples that demonstrate each strength.
3. List a weakness and provide a plan for improvement.
4. Describe how you spend your spare time. (hobbies, interests, activities, reading, exercising, etc.)

FEBRUARY

Theme: "LOOKING AT THE FUTURE IN YOUR FIELD"

For Mentor:

1. What personal traits and qualities are necessary for success in your field?
2. What future opportunities do you foresee in your career area regarding potential employment and advancement? Do you believe men and women are treated equally in your profession?
3. What other employment opportunities are available to you that would use your same skill set?
4. What is the most important piece of advice that you can offer me?

For Mentee:

1. List several careers you are considering. Why?
2. What are your educational plans or goals after graduating from high school? (Be specific: names of colleges or training institutions, subject major or field of study)
3. List at least three obstacles that might prevent you from obtaining your post-secondary goals. How will you overcome or bypass these obstacles?
4. Describe your life 10 years from today. (Be realistic!)
5. What does the word success mean to you?

MARCH

Theme: "PLANNING FOR ENTRY-LEVEL EMPLOYMENT"

For Mentor:

1. What factors influenced your selection of your career? How did you go about choosing your career? Was it a good choice for you?
2. During an interview situation, list at least three key elements (confidence, preparation, abilities, traits, work experience, etc.) that employers analyze when considering candidates for employment in your particular career area?
3. What types of employment experiences would be useful in preparing for a career?
4. Knowing what you know now and if given the opportunity to start over, how would you approach a career in your industry?

5. What other types of experiences would be beneficial in assisting me to acquire the skills necessary for achieving success?

For Mentee:

1. What do you consider as the five most important items for selecting a career? (pay, job security, job variety, geographic location, medical benefits, chance to help others, creativity, travel, work environment, advancement opportunities, ethics, working independently, time off, etc.) Explain why these items are important to you.
2. Describe any employment or volunteer experiences you have had. Identify three components of the experience that you enjoyed.
3. Describe the current employability skills you possess that would help you secure employment. In other words, why should somebody hire you? (think traits, qualities, skills, specific training, technology skills, etc.)
4. What resources are available to assist you in selecting a career? Explain how each resource can help you.

APRIL (Mock Interview Training Event at School)

Theme: “UNDERSTANDING HOW IT FEELS”

For Mentor:

1. What are some of the successes and disappointments you have experienced during your career?
2. What would you change if you could?
3. Do you see your present job as a lifetime career or a stepping stone to something different?
4. When selecting a career, what factors should I consider?

For Mentee:

1. What do you like and dislike about school/part-time job?
2. What excuses do you use when things don't go your way?
3. How do you handle difficult situations?
4. Describe your personality. Provide examples of traits. (patient, kind, courteous, shy, forceful, trusting, outgoing, selfish, controlling, disciplined, accurate, spontaneous, reserved, calm, excitable, thoughtful, sensitive, respectful, dependable, cooperative, demanding, emotional, etc.)
5. Who/what has helped you the most? Explain.

MAY

- Mentors assist mentees in writing an informational career report based on the year's email mentoring project.

JUNE

- Mentees write thank you letters to mentors.
- Certificates of appreciation and participation distributed to mentors/mentees.