



... eMentors for STEM ...

Guiding Question Prompts for Mentors

Each week, you will see the Guiding Question prompt that students use to craft their messages. Below that, you will see some Primary Objectives (things we hope students will gain or accomplish through this program) and Key Talking Points (things we hope you'll discuss in the body of your message). This is not a script. Please use your best judgement in deciding how best to convey the spirit of the weekly prompt.



Week One: Introductions

Student Prompt: Introduce yourself by giving your name, grade, classes in school, and any teams or extracurricular activities you participate in. Share a few of your favorites; favorite subject, how you spend your time, etc. Share any interest you have in STEM careers. Ask your mentor about their job and company, what their daily tasks include, how long they have been in the role, company's mission, etc. You can also ask your mentor about their family and hobbies.

Objectives:

- Students will build rapport with mentors
- Students will begin to picture themselves in their mentor's role

Mentor Talking Points:

- Help students see how you balance your life beyond work, and how your interest in STEM has been fostered, grown, and developed through the classes, activities you currently participate in, or your professional role/job
- Help students visualize a STEM career journey by sharing your path



Week Two: College Exploration & Parallel Planning

Student Prompt: Share about the post-secondary options/colleges you've heard of, researched and/or visited. Share any steps you have taken toward a post-secondary path that interests you. Ask your mentor about the college(s) they attended and what drew them to that school. Ask if they changed schools or majors along the way. Ask how or in what ways they've continued to grow their skills and how they are preparing for their next career move. Ask about early experiences they had that drew them into STEM. Share about any experiences you've had that piqued your interest in STEM.

Objectives:

- Students will understand the college and career timeline and the steps necessary for pursuing post-secondary education
- Students will understand the importance of parallel planning; having 2 or more college options, 2 or more major choices, etc.
- Students will consider personal decisions in their pathway planning process
- Students will see the value in being a lifelong learner

Mentor Talking Points:

- Definition of parallel planning is the process of preparing for success by setting two or more series of events in motion with equally (or nearly equally) satisfying outcomes. Parallel planning maintains multiple pathways and enables an individual to nimbly adapt to changing circumstances, promoting resilience.
- Help students see how decisions they make now will influence their life
- Share the steps you took to choose your post-secondary school and education path
- Help students understand the value of having a parallel/alternate plan to reach their goal; share where you've had another plan
- Explain that changing the goal or narrowing the vision along the way is acceptable and okay
- Share how you continue to grow your skills and the value of being a lifelong learner



Week Three: Values & Time Management

Student Prompt: Discuss how you stay organized and how you manage your time. Do you use a planner, electronic calendar, etc. Ask your mentor how they plan their time; what tools do they use and how do they fit everything in. Ask them to share how they find balance between priorities like work, family, hobbies, etc. Ask about allocating time to complete tasks, assignments and projects. Ask your mentor to give specific examples of how their values (what's important) help them determine how they spend their time. Ask for tips on managing your time and fitting in the things that are important.

Objectives:

- Students will explore how values and interests inform and are informed by our experiences
- Students will begin to understand how values impact time management and choices

Mentor Talking Points:

- Share about meetings you attend at work; how you prepare, how long they are, whom do you meet with and why
- Help students see the alignment between how you use your time and how it aligns with your values and what you view as important; some examples include: how you spend your non-work time and what you do purposely do with that time. Be intentional with your answer by providing examples such as: I spend time with my friends because I value friendships, or, I am a President of my local Park Board because...



Week Four: Engagement Beyond the Classroom

Student Prompt: Employers tell us their top job candidates have a resume that includes activities and experiences outside the classroom which teach skills beyond academics. Share with your mentor the activities you participate in outside of class; this could include extracurriculars, teams, clubs, committee and volunteer work. If you are not currently involved, share the interests you have. Think about the skills you use while participating in those activities (leadership, communication, coding, motivating people, problem solving ,etc.) Ask your mentor about ways they are engaged outside of their work. Ask them about any groups they are part what advice they would give to a high school student about participation in clubs, jobs, or their activities. How have they used skills learned outside of their job? If there is a skill you want to learn, ask your mentor for advice on how to develop the skill.

Objectives:

- Students will learn the importance of a resume
- Students will begin to understand the importance of professional engagement experiences to build a resume
- Students will identify engagement experiences

Mentor Talking Points:

- Discuss your resume and experiences you include that show skills gained from outside the workplace
- Share with students the types of skills and engagements that your employer looks for when hiring new employees
- Suggest possible engagement activities that your student mentee may enjoy
- Suggest skills students can add to their resume which are related to community, church, and/or leadership work



Week Five: Finding Success & Personal Well-Being

Student Prompt: Share with your mentor what success and personal well-being mean to you. Share ways you embrace positivity and ways you seek personal well-being. Share about stress or anxiety you experience and how you manage and/or reduce it. Ask your mentor about successes they've had overcoming challenges. Ask how they reduce stress and anxiety to seek personal well-being and do they utilize any specific resources?

Objectives:

- Students will define personal success and well-being
- Students will begin to explore and understand the environments where they experience success
- Students will identify ways to mitigate stress, anxiety and strengthen their well-being

Mentor Talking Points:

- Share how you manage stress, find success, embrace positivity, and maintain personal well-being
- Share your company's core values, expectations, desired leadership attributes and how these align
- Describe the known resources available, or resources you've accessed to help with mental health, stress, etc. to keep good well-being



Week Six: Diversity, Equity & Inclusion

Student Prompt: Diversity, equity and inclusion are topics being discussed in most workplaces. Employees are being encouraged to embrace diversity, to seek equity and to value inclusion. Discuss what these terms mean to you. Ask your mentor about the diversity in their company and how they benefit from a diverse workforce and culture. Ask if employees' backgrounds are embraced at their company and what is being done to ensure all employees are included. Also ask about resources available to help employees learn more about various cultures, equity in the workplace and inclusive practices.

Objectives:

- Students will be introduced to DEI (diversity, equity and inclusion) in STEM
- Students will reflect on how diversity and inclusion could impact their experience
- Students will gain an understanding of why diversity in the workplace is important

Mentor Talking Points:

- Share your company's demographic representation in STEM (gender, age, ethnic backgrounds, handicap-able)
- Discuss efforts you know exist to increase diversity in STEM
- Explain the positive value of having a diverse workforce
- If possible, share about someone with a diverse background and the good input they've added to a project



Week Seven: Grit & Resilience

Student Prompt: Share a time when you applied determination or perseverance to a situation and achieved a successful outcome. Share if you have ever drawn upon a support network to get through a tough time or if you have ever been a key support person in someone else's support network. Define grit, determination and resilience. Ask your mentor about perseverance and how they have overcome challenges. Also ask about support networks your mentor has that help them succeed in work and life.

Objectives:

- Students will understand that a person's attitude toward hard work, determination, grit, sense of belonging, and motivation effect their potential
- Students will understand how perseverance can lead to success
- Students will identify their current communities of care

Mentor Talking Points:

- Share a success story that shows how you applied grit and/or determination to overcome a challenge
- Encourage students to find programs like College Possible, AVID, TRIO, clubs, etc. that provide support for students
- Share how you have helped someone else through a tough time and been part of someone's community of care