

Appendix

E-mentoring and Netiquette

E-mentoring

All e-mails are sent through the e-mentoring software.
You register once – this may be done for you.

E-mails are sent to and from your existing e-mail address.

Your school e-mentoring co-ordinator will tell you when a mentor has been matched to you. The mentor will make contact via e-mail.

Respond promptly to any e-mails.

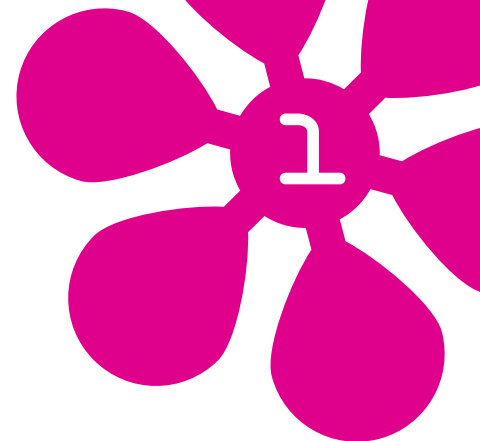
Your school e-mentoring co-ordinator will arrange for you to meet your mentor face-to-face during the project.

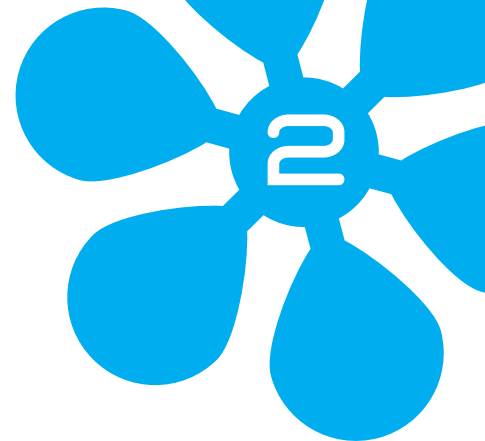
Netiquette

Netiquette is the art of good communication via e-mail.

Here are some guidelines:

- Be brief; limit your e-mail to one screen or about 15-20 lines of text
- NT EVRY1 KNWS TXT so write in standard English
- Put the subject at the top
- Write short sentences, they are easier to read
- Use spaces between paragraphs, keep them short
- Use mixed upper and lower case letters/characters
- Avoid using special keys like tab bars
- Begin the e-mail like a letter, use your mentor's name, e.g. Dear Carlos or Hi Carlos
- Remember your e-mentor is a person not a computer!
- Read your message twice before you send it
- Make sure your e-mail is written in plain text, not rich text (if you not sure, ask your school mentoring co-ordinator)





Worksheet

What are your Hopes and Concerns?

Hopes

Read the list of hopes below. Tick your top five hopes. Write any more you think of in the space below.

- 1 It will help improve my grades
- 2 It will improve my computer skills
- 3 It will help me with my homework
- 4 My mentor will give me advice if I need it
- 5 I'll have someone to talk to, they'll listen to me
- 6 I will learn more about the world of work
- 7 It will help me decide what work I want to do
- 8 It will be enjoyable and possibly be fun
- 9 It will help me with my revision
- 10 It will help me with things outside of school/college

- 11 It will help improve my spelling & grammar
- 12 My mentor will share their experiences with me
- 13 My mentor will help me with things outside school/college

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When you start contacting your mentor, discuss your hopes and concerns with them so they know what support and help you want. If you do not tell them, they will not know.





Worksheet 2

What are your Hopes and Concerns?

Concerns

Read the list of concerns below. Tick the ones that most sum up your own concerns.

Write any more you think of in the space below.

- 1 It will be a waste of time
- 2 I might not get on with my mentor
- 3 What if I can't think of anything to write?
- 4 How will e-mails be kept confidential?
- 5 What do I do if my mentor doesn't listen to me?
- 6 What if I don't like my mentor?
- 7 I might not be able to get access to a computer
- 8 What if I have problems e-mailing?
- 9 What if I don't like it and want to stop?
- 10 My spelling and grammar are not very good
- 11 It will be like having another parent
- 12 What help will I get in school/college?

- 13 When will I have time to send the e-mails or meet my mentor?
- 14 How often do I need to send e-mails or meet my mentor?
- 15 Who will send the first e-mail?
- 16 What should the first e-mail contain?
- 17 What if my parents object to me being involved?

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At the end of the induction, check this list.

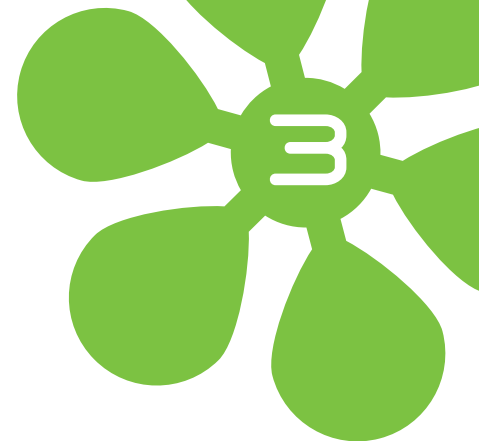
Have your concerns/questions been met/answered?

Ask the induction leader or your school mentoring co-ordinator.



Worksheet

Writing your personal portrait



Getting to know each other

Getting to know your mentor requires both of you to volunteer information about yourselves to get the relationship going. You might like to think about kinds of information you are going to give in your first contact, as well as what you want to find out about your mentor.

Use these questions to draft your personal portrait.

- 1 What could I tell my mentor about myself to help us get to know each other?
What about me or my life might be interesting to my mentor?
What should he/she know about me to be a good mentor?

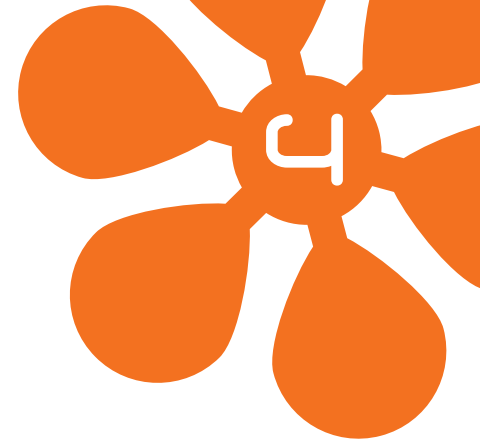
If you say you like films, reading books, music, let them know what kinds of films etc. What films have you seen recently? What music do you like or not like? The same with sports, let them know which team you support.

- 2 What questions could I ask my mentor to get to know something about him/her?
Write some open ended questions below (these are questions that your mentor cannot answer yes or no to).
Eg. What was your career path to your current job?
What do you enjoy about your job?
What are your interests/hobbies outside work?



Worksheet

Establishing Boundaries



In groups, discuss the following statements regarding the boundaries of the mentoring relationship. Put a tick in the box where there is an appropriate statement and a cross in the box where there is an inappropriate statement. Decide in your group the reasons for your choices. Feedback to the whole group.

- | | |
|---|--|
| <input type="radio"/> A. You want to learn some 'business' language from your mentor | <input type="radio"/> F. You use rude words to communicate with your mentor |
| <input type="radio"/> B. Your mentor asks you to meet them in a café | <input type="radio"/> G. You're being bullied and want to tell your mentor |
| <input type="radio"/> C. You want to discuss your social life | <input type="radio"/> H. You want your mentor to help you with some coursework |
| <input type="radio"/> D. You want your mentor to give you some tips about a job interview | <input type="radio"/> I. You ask your mentor how they got their job |
| <input type="radio"/> E. Your e-mentor asks for your real e-mail address | <input type="radio"/> J. You ask your mentor to do your homework |

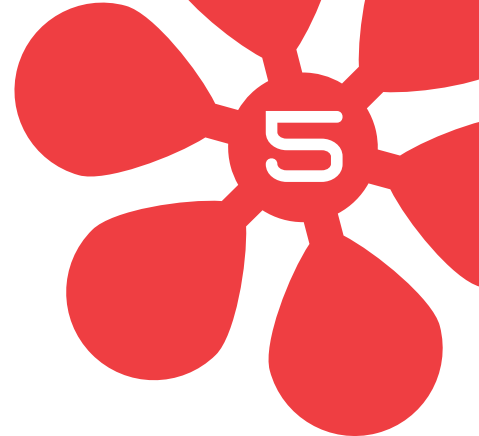
Answers

- A. Yes
B. No – inform school mentoring co-ordinator, your mentor may have forgotten the rules.
C. Yes – you can discuss personal issues, but this should not overshadow the main aims of the project.
D. Yes
E. No – inform the school mentoring co-ordinator
F. No
G. Yes – but you must follow school policy as well. Your Mentor may want to tell your school mentoring co-ordinator.
H. Yes – but don't ask them to do it for you.
I. Yes
J. No



Worksheet

Setting SMART Targets



It is a good idea to work around clear targets.

You and your mentor will discuss, set and monitor targets throughout your mentoring relationship.

Targets should be SMART;

SPECIFIC I am going to do better at school.
No. This is much too vague
I am going to do better in my English GCSE
Yes. That is much more specific.

MEASURABLE I'm going to read more
Err, no, this is not easy to measure.
I'm going to read the novel which is part
of our English GCSE Coursework
Yes, we can test whether or not you have read it.
I am going to get one grade higher in my
next maths assignment.
Great, that's even easier to measure.

ACHIEVABLE 'I'm going to win Pop Idol'
Get real, you can't sing a note!
'I'm going to set more time aside for homework'
That is something you could achieve.

REALISTIC 'I'm aiming to get 10 A* GCSEs and go to
Oxford University'
It's great to have ambition, but your predicted grades
are a mix of C's and D's.
'OK. I want to improve by one grade on my
predicted grades'
That sounds more realistic.

TIME LIMITED 'I'm going to get a part-time job'
OK, but when?
'By Christmas, I will have got a part-time job'
That pins it down. I know when we need to review this.

Individually write down three targets for yourself.

In pairs look at your targets in relation to the SMART model.

Do they match up to the different criteria?

Help each other to set three targets that are SMART.

By setting and reaching small targets you can work towards wider goals
– such as improving your examination grades.

