

National Consortium on Leadership and Disability for Youth

N | C | L | D Youth

Plotting the Course for Success



An Individualized Mentoring Plan
For Youth With Disabilities

Rebecca Hare

INSTITUTE FOR EDUCATIONAL LEADERSHIP

National Consortium on Leadership and Disability for Youth



Plotting the Course for Success

An Individualized Mentoring Plan
For Youth With Disabilities

Rebecca Hare

INSTITUTE FOR EDUCATIONAL LEADERSHIP

Table of Contents

Introduction to Mentoring	1
<i>What Is Mentoring?</i>	1
Types of Mentoring Relationships	2
Characteristics of Successful Mentoring Relationships	2
How Is Mentoring Like a Plotting a Course?	3
Why Should a Young Person Seek a Mentor?	6
Different Contexts, Different Mentors	6
Why Is Mentoring Important for Youth with Disabilities?	7
What Is an Individualized Mentoring Plan?	8
Key Mentoring Plan Components	8
Conclusion	10
References	11
Table 1. What Mentoring Can Do...	12–13
The Individualized Mentoring Plan	14
Section I. Learning	15
Section II. Connecting	17
Section III. Thriving	19
Section IV. Working	21
Section V. Leading	23
Section VI. Making It Happen	25
Section VII. The Disability Piece	28

The National Consortium on Leadership and Disability/Youth (NCLD-Youth) is a youth-led resource, information, and training center run for and by youth and emerging leaders with developmental disabilities. The program is housed at the Institute for Educational Leadership alongside its sister center, The National Collaborative on Workforce and Disability/Youth (NCWD-Youth), the primary author of *Paving the Road to Work: A Guide to Career Focused Mentoring for Youth with Disabilities*.

NCLD-Youth has developed this mentoring plan for youth to use with their mentors. This publication was printed with the generous support of the HSC Foundation as part of its Transition Initiative. Development of the document was funded by a grant/contract/cooperative agreement from the U.S. Department of Health and Human Services, Administration on Developmental Disabilities (Number #90DN0224). The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Health and Human Services. Nor does mention of tradenames, commercial products, or organizations imply the endorsement by the U.S. Department of Health and Human Services.

Suggested citation for this report:

Hare, R. (2008). *Plotting the Course for Success: An Individualized Mentoring Plan for Youth with Disabilities*. Washington, DC: National Consortium on Leadership and Disability/Youth, Institute for Educational Leadership.

For more information on this, or other products developed by NCLD-Youth, please contact Rebecca Hare at 202-822-8405 x127 or <http://www.nclcd-youth.info>. NCLD-Youth publications can be downloaded for free from the web at <http://www.nclcd-youth.info>.

© 2008 by the Institute of Educational Leadership, Inc. This whole document or sections may be reproduced along with the attribution to IEL.

ISBN 1-933493-25-9

Introduction To Mentoring

When you opened this workbook, you made an important decision. You, and another person in your life, have decided to enter a mentoring relationship. This is a serious commitment—one that requires you and the other person to have some very frank conversations and clear understandings before you engage in this relationship.

What Is Mentoring?

Mentoring is a trusting relationship, formalized into a program of structured activities, that brings young people together with caring individuals who offer guidance, support, and encouragement aimed at developing the competence and character of the mentee.

Across the country, youth mentoring continues to garner praise and to expand as a way of assisting youth in navigating the sometimes difficult transition to adulthood. The goal of youth mentoring is to help youth grow and develop in a positive way.

When presenting the concept of *mentoring* to youth, they described mentoring as “relationships”; when working alongside adults, however, youth perceived mentoring as an “activity.” Mentors and mentees should keep this in mind when working to define the type of relationship they want to have with each other.

When thinking about how to define the relationship between a mentee and a mentor, the concept of *role-modeling* often gets mentioned. The work of mentoring is different than role modeling.

“Role models are impressive and important figures in the distance. You can admire, emulate, respect, and almost worship such persons, but the role model does not necessarily have to know that you exist. Or, if they do, role models do not make a commitment to your development. Any aid they provide is by example, not by giving the student direct advice or providing recommendations for fellowships or jobs, spending time with the student discussing their work, or caring about the student as an individual.” (Williams, 2006)

The above definition does a good job of showing how a role model—and the relationship with a role model—differs from the relationship one has with a mentor. One is not better than the other, the relationship is just very different, with *role models* appearing off in the distance and *mentors* doing “on-the-ground” work.



Acknowledgements

Thanks to Evan Keeling of Spot Illustrations for the development and use of the youth-friendly clip art. NCLD/Y also gives appreciation to Ken Williams at the Academy for Educational Development who created the *Mentoring Plan for Non Profit Leaders*, an early inspiration for this product.

Types of Mentoring Relationships

If you decide that a mentor is what you need, then you need to think about the type of mentoring relationship that you want. There are five main categories.

◀ **Traditional One-to-One Mentoring**

A model of mentoring in which one adult is paired with one young person. Typically, there will be an extensive matching process to ensure a strong relationship, and it is expected that the commitment will be for one year or longer.

◀ **Peer Mentoring**

A mentoring model in which peers from a shared or similar developmental stage provide support and advice to mentees. Peers can be close in age or farther apart, depending on the circumstances.

◀ **Group Mentoring**

This form of mentoring matches one or more adults with a group of youth in a structured setting. This could include an individual or group of adult volunteers working with several youth in a school or a faith-based program, or a group of employees from one company working with students from a local school in a work-based mentoring program.

◀ **E-Mentoring**

E-mentoring describes a contemporary model commonly used in schools in which one (or more) youth is matched with a mentor. The youth and mentor regularly exchange e-mail messages for a designated, prolonged period of time. In ideal circumstances, e-mentoring includes occasional face-to-face meetings to provide a more personal connection. In many instances, a program coordinator (often a teacher) will monitor all correspondence and meetings. (*Paving the Road to Work*, NCWD, 2005.)

◀ **Reverse Mentoring**

This form of mentoring is where someone older or more experienced is mentored by someone younger or less experienced. Typically this is more likely to take place in the workplace, but there may be occasions for this to occur in social and educational settings.

Characteristics of Successful Mentoring Relationships

By and large, effective mentors are supportive, caring, and willing to assist their mentee with activities that support academic, career, social, or personal goals. Trust is crucial to all mentoring relationships. Youth in mentoring relationships are not as likely to connect with or trust someone who seeks to assume a parental role, tries to fix them, or who is judgmental or overly critical.

While mentoring takes many forms, there are four common characteristics around which mentoring programs should be organized.

◀ **Commitment**

Mentors and mentees should make a long-term commitment (generally, at least a year).

◀ **Trust and Respect**

Mentors should focus on building trust and respect with their mentees.

◀ **Expectations**

Mentees and mentors should set high, clear, and fair expectations for themselves and their mentoring partner.

◀ **Communication**

Mentors and mentees should meet or communicate with enough regularity to develop a strong relationship.

◆ **Face-to-Face Mentoring**—Mentors and mentees should meet at regular intervals for at least four hours per month for at least a year (MENTOR/National Mentoring Partnership, 2004).

◆ **E-mentoring**—Mentors and mentees should plan on spending 30 to 45 minutes of online time each week for at least one school year (Institute on Community Integration, 2003, pg. 57).

How Is Mentoring Like Plotting a Course?

In this document we talk about a mentor using the metaphor of plotting a course. Why this comparison? Because transition from youth to adulthood can be complicated and confusing—and it can be especially hard when you're receiving information from a variety of different sources.

A mentor, like a map, can help guide you through the chaos and help you figure out what your goals and priorities need to be. Remember though, that a mentor is only one of many tools that you have. To utilize a mentor effectively, you may need to tap those other resources as well, to help strengthen your ability to make informed, choice-based decisions.

Just as maps show you where you start and where you end up, a mentor can't actually make decisions for you, but he or she can help you choose the best path for the journey you want to take. It's also up to you to choose what to do with the information or guidance they give you. Sometimes you may not agree with the path a mentor will point to, and there's nothing wrong with this. When this happens though, you may need to rethink what you're trying to achieve and how you want to get there. A mentor can help guide you back to a bad decision and help you rethink what you were trying to do.

Table 1 (see pages 12–13) provides an overview of the mentoring framework and how each component of the mentoring relationship can help you plot the best course to reach your goals. Suggested activities are designed to help you and your mentor develop skills to meet your objectives every step of the way. If you have trouble figuring out what to do with your mentee or mentor, review the different types of activities that a mentoring relationship can engage in to get more ideas.



Why Should a Young Person Seek a Mentor?

A lot of young people don't get much exposure to successful adults either in their field of interest, or just successful adults in general, who care about the development of today's youth. A lot of people say "it's as much about whom you know as about what you know!" and this is very true. Many worthwhile connections you make in your personal, professional, and social lives are a result of someone pointing out an opportunity or an available resource to you.

A mentor is also a great sounding board as you're looking to make choices in your life that you could use advice or feedback on. A lot of times family members or friends may mean well and want to support you, but may not have the experience needed to help guide you to the right path.



Be clear about why you want a mentor. Are you starting a new job and want to be shown the ropes? Are you debating about which college to go to and need some good advice? Are you looking to gain some particular skills or abilities that you've observed someone else being really strong in? All of these are possible reasons you may be interested in getting a mentor.

Different Contexts, Different Mentors

It is important for both mentors and mentees to realize that not all the needs of a young person, with or without a disability, will likely be met by only one mentor. Based on pure personalities alone, a young person may find one person a better resource on school issues than another, or find that a mentor on career issues may not be the best person to go to when arguing with their parents.

In the context of a young person's life, they're sure to encounter adults with the potential to serve as a mentor in education settings, employment settings, or even in their social circles. Youth should think about mentors like a toolbox and be comfortable tapping different mentors expertise for different things. Whether it be one mentor who's better at helping them work through school related issues and another one whose strength is in interpersonal relationships, friendships, and dating, neither one is considered less important or has less value. To be adequately prepared for the world of work and all that's involved with growing up and moving on, a young person should feel as though they have a number of different mentors to whom they can turn.

Although no one mentor can solve all challenges youth face, effective mentors can help youth with disabilities in the following ways:

- ◆ Communicating with parents or other family members who do not recognize a youth's emerging independence or who lack high expectations for the youth's transition into adulthood
- ◆ Aiding in the improvement of academic skills
- ◆ Promoting opportunities for youth to explore career interests
- ◆ Improving and increasing socialization opportunities with their peers
- ◆ Providing information and guidance about how to navigate the adult service system.

As you move from school to the work world, or from high school to post-secondary, there are going to be times when you have questions about what to do in certain situations, what paths to take, or how to make some tough decisions.

◀ School

How do I balance my class time with the time I need to get my homework done? What if I'm having problems communicating with my guidance counselor and I'm afraid it will mess me up when it's time to apply for college?

◀ Work

Do I take a job with less money and more responsibility? Or do I take a job where I get a bit more money, but it's not really going to go anywhere? How do I get accommodations on the job?

◀ Social

How do I tell the person that I'm dating that I have a mental-health disability? How will they react?

Why Is Mentoring Important for Youth with Disabilities?

Adolescence proves to be an awkward time for all youth. In a time where summer internships and Take Your Son/Daughter to Work Day encourage motivated youth to engage with successful adults in the employment arena, youth with disabilities are often left behind. Research shows that youth with disabilities get few opportunities to engage with successful adults in general, let alone, successful adults with disabilities. This results in youth with disabilities lacking the sorts of positive experiences (exposure to work, networking opportunities, extra-curricular activities) that mentors can provide and that help youth transition into productive adults.

For mentoring programs that do serve youth with disabilities, issues tend to arise related to programs having low expectations for youth with disabilities or not truly including these youth in all aspects of programming. Programs may be unsure of how to meet their needs or what kinds of activities and goals are appropriate. For that purpose, The National Collaborative on Workforce and Disability/Youth developed *Paving the Way to Work: A Guide to Career Focused Mentoring for Youth with Disabilities*. This guide can be found at <http://www.nclid-youth.info>.

Prior to using this product, youth and emerging leaders with disabilities should complete the following documents—*Am I Learning to Lead?*, *Disability Knowledge Self-Assessment*, and *Identity Self-Assessment*—also prepared by NCLD/Y and available on the website. The mentoring plan refers to specific parts of the self-assessments, and the three publications work best when used together.

Mentoring is a key piece of what all youth need to meet the outcomes described in the five areas of youth development and leadership—Learning, Connecting, Thriving, Working, and Leading.



What Is an Individualized Mentoring Plan?

An Individualized Mentoring Plan (IMP) is a tool for mentors and mentees to use together to help them talk about what they want to learn, what they want to gain, and how they want to grow because of their relationship. This plan is divided up into seven areas—Learning, Connecting, Thriving, Working, Leading, The Work of Mentoring, and The Disability Piece. Each area represents an important part of what we mean by *youth development* and *youth leadership*.



Some things to know about this Individual Mentoring Plan

- ◆ This plan is to be filled out by the mentor and mentee together!
- ◆ This plan is for a mentoring relationship of one year or more.
- ◆ This plan takes into account that no one mentor or single program should be expected to cover everything nor solve all the needs of young people, but NCLD/Y has chosen to be inclusive and cross-cutting in mapping things out.

Key Mentoring Plan Components

The plan is centered on three key components. The first is the **Assessing** piece, which helps mentees examine their own development in terms of youth development and leadership outcomes. The second step is about **Actions**. This piece guides the mentor and mentee in thinking about what actual activities and experiences they want to have to improve the mentee's development. The third, and final, step is **Accountability**. How will mentors and mentees keep each other accountable for what they're trying to do.

The actual content for this plan is based on a framework developed by the Forum for Youth Investment, which organizes youth development and leadership competencies and outcomes into the five areas described below—Learning, Connecting, Thriving, Working, and Leading. Youth development programs strive to provide supports, services, and opportunities that help youth, including youth with disabilities, achieve positive outcomes in all five of these areas. While youth leadership programs also help youth achieve positive outcomes in all five areas, they place more emphasis on developing competencies in the areas of Leading and Connecting. It's important for mentors to realize that they can have an impact on all five of these areas.

Two additional leadership development areas in this plan—The Work of Mentoring and the The Disability Piece—are provided for brainstorming what else you may want to learn about as a youth with a disability and how you're going to go about "Making It Happen!"

◀ Learning

Positive basic and applied academic attitudes, skills, and behaviors characterize the area of development known as *Learning* (Ferber, Pittman, & Marshall, 2002). Often, development in this area is as simple as giving young people opportunities to use the skills they have acquired in school or other training programs, but in a different context. Youth should be encouraged to develop not only a higher aptitude for academic achievement, but also the ability to approach learning with a strategy for achieving success.

◀ Connecting

Connecting refers to the development of positive social behaviors, skills, and attitudes (Ferber, Pittman, & Marshall, 2002). Relationships with elders, peers, supervisors, family, and other community members commonly influence these behaviors, skills, and attitudes. The level to which a young person has developed in this area will also dictate how he or she continues to build varied relationships later on in life. Further, maintaining these relationships in a way that will positively benefit the young person is the goal of this area of development.

◀ Thriving

Attitudes, skills, and behaviors that are demonstrated by maintaining optimal physical and emotional wellbeing characterize the area of development known as *Thriving* (Ferber, Pittman, & Marshall, 2002). A young person must have the basic intellectual and social competencies to achieve success in adulthood, but he or she must also have the wherewithal to maintain his or her physical and emotional health at its highest level. This includes having the social and intellectual competencies to identify environments and situations that would potentially compromise physical health. The core of this area of development, however, is the ability to identify and access those situations that enhance individual physical and mental health. Thriving is the optimal relationship between physical and emotional wellbeing, as determined by each youth's particular circumstances and range of abilities.

Outcomes for this area of development range from obvious to obscure. Of the five areas of development, thriving may require the most individualized attention for youth in order for them to achieve successful outcomes. Since each youth brings different experiences to the program, his or her reactions to situational factors will vary. In addition, each youth will have different physical and emotional abilities and needs.

◀ Working

Positive attitudes, skills, and behaviors around vocational direction characterize the area of development, which is known as *Working* (Ferber, Pittman, & Marshall, 2002). Young people should be actively involved in activities that will expose them to and offer them opportunities to practice the actual skills needed for a particular career as well as the work-readiness skills needed to find and maintain employment.

◀ Leading

Leading is the area of development that centers on positive skills, attitudes, and behaviors around civic involvement and personal goal setting (Ferber, Pittman, & Marshall, 2002). Youth who are civically engaged in a positive manner, willing to participate in public activity, and able to navigate the civic arena are likely to become adults who participate in civic upkeep. In this case, the term *civic* can refer to an entire city, a neighborhood, a community, and anything else that implies public environs. Similarly, a youth who develops the inner strength and vision to set and meet goals will benefit not only himself or herself, but also his or her workplace as well as society as a whole. It is important to note that a young person is capable of showing leadership even without followers. Showing responsibility for oneself and demonstrating the ability to make personal change is often as critical as being able to lead a group of individuals or alter the larger community.

Conclusion

Once you've filled out your mentoring plan, you're ready to start. Remember that good mentor-mentee relationships do not happen overnight. They take a lot of time and dedication from both sides. Communication is one of the most important pieces of this work. For a mentoring relationship to achieve all that it can, you and your mentor/mentee need to learn how best to work together. Here are some pointers for keeping your mentoring relationship effective.

Key Steps for Cultivating Effective Mentoring Relationships

These five actions are essential for ensuring an effective relationship with your mentor:

- ◆ Assess your needs
- ◆ Set specific goals and clarify expectations
- ◆ Focus on cultivating a relationship
- ◆ Seek opportunities to maintain contact
- ◆ Develop a mentoring network (Murrell, n.d.).

Just because you've completed the plan, doesn't mean it was meant to collect dust on your shelf somewhere. Instead, see how you can continue to use this document in the future. Here are a number of different ways you can update the plan to make sure you reach your goals:

- ◆ Adjust the information you've put in this plan if you find that something is or isn't working for you and your mentor.
- ◆ Refer to the plan if you find your mentoring relationship veering off track or if you feel like you need a tool to help hold yourself accountable.
- ◆ Show the plan to other supportive friends and adults in your life and let them in on your goals and ways that you're trying to improve your own leadership development.



Also, don't feel bad if your first official mentoring match doesn't work out. A lot of times it takes mentees a few tries to find a mentor who can give them what they need. In some cases it happens in a formalized mentoring structure, for example, as part of a program in a community-based organization. In other cases a mentoring relationship may develop independently with someone you meet through a random encounter. If you're open to learning and developing, other mentoring opportunities may present themselves.

Good luck! If you have any questions about this document or about the National Consortium on Leadership and Disability/Youth, feel free to check out our website at <http://www.ncl-d-youth.info> or contact us at (202) 822-8405 x127.

This page left blank intentionally.

References

- ◆ Institute on Community Integration. (2003). *Connecting to Success Manual*. Minneapolis, MN: Author.
http://ici.umn.edu/ementoring/CTS_Training_Manual.pdf
- ◆ Institute on Community Integration. (2004). *About E-mentoring*. Minneapolis, MN: Author.
<http://ici.umn.edu/ementoring/about.html>
- ◆ MENTOR/National Mentoring Partnership. (2004). "Run a program."
http://www.mentoring.org/run_a_program/run_a_program.adp
- ◆ Murell, Audrey PhD. (n.d.). "Five Key Steps for Effective Mentoring Relationships." Pittsburgh, PA: University of Pittsburgh, Katz School of Business.
http://nl.walterkatz.org/FiveStepsInMentoring_Murrell.pdf
- ◆ Timmons, J., Mack, M., Sims, A., Hare, R. and Wills, J. (2006). *Paving the way to work: A guide to career-focused mentoring for youth with disabilities*. Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership.
http://www.ncwd-youth.info/resources_&_Publications/mentoring.html
- ◆ Williams, Clarence. (2006). "Role Models and Mentors for Young Black Administrators, Faculty and Students at Predominantly White Campuses," *DiversityWeb 2006*. Washington, DC: American Association of Colleges and Universities.
http://www.diversityweb.org/diversity_innovations/student_development/recruitment_retention_mentoring/role_models_mentors.cfm

This page left blank intentionally.

Table 1. What Mentoring Can Do To Support Youth With and Without Disabilities Achieve Youth Development and Leadership Objectives

DEVELOPMENTAL AREA					
	LEARNING is based on positive basic and applied academic attitudes, skills, and behaviors.	WORKING focuses on the positive attitudes, skills, and behaviors necessary to meet expectations in jobs, careers, and vocational development.	LEADING centers on positive skills, attitudes, and behaviors around civic involvement and personal goal setting.	THRIVING centers on attitudes, skills, and behaviors that are demonstrated by maintaining optimal physical and emotional well-being.	CONNECTING refers to the development of positive social behaviors, skills, and attitudes.
Mentors can help ALL YOUTH reach these developmental objectives	<ul style="list-style-type: none"> Improve basic math, reading, and creative expression skills Improve critical thinking and problem-solving skills Improve self-assessment of academic skills and areas of need for further education and training 	<ul style="list-style-type: none"> Develop an understanding of the world of work Identify work-readiness skills Identify strategies or training to complete educational requirements Identify individual strengths and potential opportunities for meaningful work 	<ul style="list-style-type: none"> Demonstrate an ability to articulate personal values Demonstrate a sense of responsibility to self and others Promote youth leadership development experiences Promote community volunteerism Promote youth activities that encourage group participation as well as collaboration with other individuals and groups 	<ul style="list-style-type: none"> Demonstrate an ability to assess situations and avoid undue conditions and risky activities Demonstrate knowledge and practice of good nutrition, physical exercise, and hygiene Demonstrate daily living skills 	<ul style="list-style-type: none"> Demonstrate effective interpersonal skills in relating to adults and peers (e.g., conflict resolution and active listening) Demonstrate a knowledge of key community resources
Mentors can help YOUTH WITH DISABILITIES meet these specific needs:	<ul style="list-style-type: none"> Learn how to use individual transition plans to drive personal instruction (e.g., obtain extra supports such as tutoring) Access specific, individual learning accommodations while in school Develop knowledge of reasonable accommodations that can be requested and controlled in educational settings, including assessment accommodations Identify highly qualified, transitional support staff who may or may not be school staff 	<ul style="list-style-type: none"> Understand the relationship between career choice and appropriate financial and benefits planning Access supports and accommodations for work and community living; learn to request, find, and secure appropriate supports and reasonable accommodations at work, at home, and in the community Learn to communicate need for support and accommodation to prospective employers and service providers Access multiple opportunities to engage in work-based exploration activities—site visits, job shadowing, internships, and community service 	<ul style="list-style-type: none"> Participate in mediation and conflict resolution training Participate in team dynamics and project management training Learn about or improve self-advocacy and conflict resolution skills to fortify leadership skills and self-esteem 	<ul style="list-style-type: none"> Learn anti-peer pressure strategies Learn how to access reliable information sources Identify mentors and role models, including persons with and without disabilities Develop an understanding of disability history, disability culture, and disability public policy issues as well as of youth's rights and responsibilities 	<ul style="list-style-type: none"> Locate appropriate assistive technologies Provide community orientation and mobility training— bus routes, accessible transportation, housing, and health clinics Research post-program supports— independent living centers and consumer-driven, community-based, support service agencies Identify personal assistance services—attendants, readers, interpreters, and other services Obtain benefits-planning counseling, including information regarding the myriad of benefits available and their inter-relationships to maximize benefits for those transitioning from public assistance to self-sufficiency Find mentoring activities connecting youth to adult mentors Provide activities that engage youth as tutors or in being tutored Mentor others Engage in research activities that allow youth to practice conversation and investigation skills Write letters to friends, family members, and pen pals Attend job and trade fairs to build a network of contacts in one's career field of interest Participate in mock workplace scenarios—interviews and role-play Provide positive peer and group activities that build camaraderie, teamwork, and a sense of belonging
MENTORING ACTIVITIES that support the achievement of developmental objectives	<ul style="list-style-type: none"> Provide tutoring and/or coaching Engage in recreational activities Help youth make a personal development plan Help youth apply academic skills to community needs Help youth identify and access learning and assessment accommodations Help youth identify highly qualified support staff in school and community settings Monitor grades and help youth perform his or her own informal assessment of skills Develop a showcase of youth's work that highlights learning experiences (e.g., essay, painting, portfolio, or algebra exam) Locate relevant preparation courses (e.g., GED, ACT, SAT) and support the youth's participation in them Research college and scholarship opportunities 	<ul style="list-style-type: none"> Participate in career exploration activities—career assessments, job shadowing, job and career fairs, and workplace visits and tours Plan and set career-related goals Find internships and work experiences, including summer employment, to learn and practice (soft) work skills Assist with exposure to entrepreneurship training Network with others who have similar interests Practice mock interviews Attend work-readiness workshops Arrange visits from representatives of specific industries to speak to youth participants about employment opportunities and details of working within their industries Help prepare resumes and write cover letters for job searches Conduct visits to education or training programs Provide job coaching Participate in learning activities using computers and other current workplace technology 	<ul style="list-style-type: none"> Participate in voter registration and vote in local, state, and federal elections Participate in town-hall meetings Engage in community volunteerism such as organizing a park clean-up or building a playground Participate in a debate on a local social issue Train to become a peer mediator Participate in a letter-writing campaign Arrange to meet with local and state officials and legislators Participate in a youth advisory committee of the city, school board, training center, or other relevant organization Participate in learning activities or courses about leadership principles and styles Serve in leadership roles and activities such as club officer, board member, team captain, or coach 	<ul style="list-style-type: none"> Provide tutoring and/or coaching Engage in problem solving, conflict resolution, and self-advocacy training Provide opportunities to practice skills in communication, negotiation, and personal presentation Participate in sports and recreational activities Provide training in life skills such as how to manage money, find transportation, shop on a budget, buy a car, and obtain insurance Assist youth in creating a community resources map related to physical and mental health, personal physicians, insurance companies, parks, grocery stores, drug stores, etc. Engage in meal planning and preparation activities 	<ul style="list-style-type: none"> Provide tutoring and/or coaching Practice problem solving Engage in recreational activities Engage in cultural activities that promote understanding and tolerance Participate in peer and group activities that promote service and civic engagement Provide training in accessing available transportation, assistive technology, mental and physical health services, and benefits planning services





Plotting the Course for Success

Individualized Mentoring Plan

for the Year of _____

MENTOR

Name: _____

Mentor's email or phone number: _____

MENTEE

Name: _____

Mentee's email or phone number: _____

DEVELOPMENT AND LEADERSHIP GOALS

After answering all the following questions, develop three overall youth development and leadership goals.

1. _____
2. _____
3. _____

Section I: Learning

ASSESSING for Learning

Using the *Am I Learning to Lead?* Self-Assessment, identify three traits or strengths of the mentee to leverage and three areas for development in the area of Learning.

Strengths

1. _____
2. _____
3. _____

Areas for Development

1. _____
2. _____
3. _____

Identify three things that the mentor will work on with the emerging leader within the area of Learning.

1. _____
2. _____
3. _____

Identify three things that the mentee would like to learn about from the area of Learning over the next year.

1. _____
2. _____
3. _____

Identify three things that the mentee would like to learn how to do in the area of Learning over the next year.

1. _____
2. _____
3. _____

ACTIONS for Connecting

What actions are the mentor and mentee going to take over the next year to ensure that the mentee grows in the area of Connecting.

ACCOUNTABILITY for Connecting

How will the mentor and mentee be accountable to each other for following-through on these actions?

Section III. Thriving

ASSESSING for Thriving

Using the *Am I learning to Lead?* Self-Assessment, identify three traits or strengths of the mentee to leverage and three areas for development in the area of Thriving.

Strengths

1. _____
2. _____
3. _____

Areas for Development

1. _____
2. _____
3. _____

Identify three things that the mentor will work on with the emerging leader within the area of Thriving.

1. _____
2. _____
3. _____

Identify three things that the mentee would like to learn about from the area of Thriving over the next year.

1. _____
2. _____
3. _____

Identify three things that the mentee would like to learn how to do in the area of Thriving over the next year.

1. _____
2. _____
3. _____

ACTIONS for Thriving

What actions are the mentor and mentee going to take over the next year to ensure that the mentee grows in the area of Thriving.

ACCOUNTABILITY for Thriving

How will the mentor and mentee be accountable to each other for following-through on these actions?

Section IV. Working

ASSESSING for Working

Using the *Am I Learning to Lead?* Self-Assessment, identify three traits or strengths of the mentee to leverage and three areas for development in the area of Working.

Strengths

1. _____
2. _____
3. _____

Areas for Development

1. _____
2. _____
3. _____

Identify three things that the mentor will work on with the emerging leader within the area of Working.

1. _____
2. _____
3. _____

Identify three things that the mentee would like to learn about from the area of Working over the next year.

1. _____
2. _____
3. _____

Identify three things that the mentee would like to learn how to do in the area of Working over the next year.

1. _____
2. _____
3. _____

ACTIONS for Working

What actions are the mentor and mentee going to take over the next year to ensure that the mentee grows in the area of Working.

ACCOUNTABILITY for Working

How will the mentor and mentee be accountable to each other for following-through on these actions?

Section V. Leading

ASSESSING for Leading

Using the *Am I Learning to Lead?* Self-Assessment, identify three traits or strengths of the mentee to leverage and three areas for development in the area of Leading

Strengths

1. _____
2. _____
3. _____

Areas for Development

1. _____
2. _____
3. _____

Identify three things that the mentor will work on with the emerging leader within the area of Leading.

1. _____
2. _____
3. _____

Identify three things that the mentee would like to learn about from the area of Leading over the next year.

1. _____
2. _____
3. _____

Identify three things that the mentee would like to learn how to do in the area of Leading over the next year.

1. _____
2. _____
3. _____

Identify three ways that a mentor can improve the mentee's orientation to the field, community, organization, etc.

1. _____
2. _____
3. _____

ACTIONS for Leading

What actions are the mentor and mentee going to take over the next year to ensure that the mentee grows in the area of Learning.

ACCOUNTABILITY for Leading

How will the mentor and mentee be accountable to each other for following-through on these actions?

Section VI. The Work of Mentoring

Identify five discussion topics of mutual interest (e.g., issues, ideas, events, challenges).

1. _____
2. _____
3. _____
4. _____
5. _____

Decide on five, potential, above-and-beyond assignments to do together, if possible.

1. _____
2. _____
3. _____
4. _____
5. _____

Identify contacts to make, informational interviews to conduct, shadowing opportunities, meetings in which to include the mentee, and other networking opportunities.

List five people the mentor feels the mentee will benefit from getting to know.

1. _____
2. _____
3. _____
4. _____
5. _____

List five opportunities for the mentee to observe the mentor in a professional setting.

1. _____
2. _____
3. _____
4. _____
5. _____

List five opportunities to shadow the mentor in a meeting or brainstorming session.

1. _____
2. _____
3. _____
4. _____
5. _____

Generate a list of opportunities or resources for each category below.

1. Conferences, workshops, seminars, courses:

2. Professional memberships, peer groups:

3. Leadership opportunities:

4. Books, articles, reports, submissions:

5. Web sites:

6. Listservs:

Identify five dangers or situations where caution and care are needed.

1. _____
2. _____
3. _____
4. _____
5. _____

Together, develop a long-term career goal and identify the next five steps toward accomplishing it.

Long-Term Career Goal:

Next Steps:

1. _____
2. _____
3. _____
4. _____
5. _____

Identify five ways the mentor will benefit from the relationship with the mentee.

1. _____
2. _____
3. _____
4. _____
5. _____

List other possible mentors for the mentee and what the possible area for the learning and support will be.

1. _____
2. _____
3. _____
4. _____
5. _____

NCLD Youth

The National Consortium on Leadership and Disability for Youth (NCLD-Youth)
c/o Institute for Educational Leadership
4455 Connecticut Avenue, NW, Suite 310
Washington, DC 20008

Telephone: 202-822-8405 x127
www.ncl-d-youth.info

