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1:1 MENTORING BIZ BUNDLE

FRAMEWORK FOR SESSIONS

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COLLABORATIVE GOAL-SETTING IN THE FIRST SESSION

Before the first session, send them through a contract to sign and a pre-mentoring questionnaire to fill in and send back to you. You'll find example templates for these in the portal.

In the first session, you'll collaborate with the young person to jointly set 2-3 inspiring yet realistic goals or themes to work towards during your time together.

Frame the goals around how they want to feel, not just tasks to complete. For example:

- I want to feel more confident
- I want to have more energy and vitality
- I want to build deeper connections with the people around me
- I want to make more friends
- I want to feel like I've given my best at school this term

The goals should challenge them to grow, but still be achievable with commitment. Extremely lofty "pipe dreams" can lead to disappointment.

Ensure the goals are personal and meaningful - something they feel excited to achieve, not just perceived obligations.

At the end of the session, have them put the goals in their own words to increase their emotional investment.

FIRST SESSION SUGGESTED SCRIPT

Intention: To help them feel safe, see you as their cheerleader, understand what they might like to work towards in your sessions and set up the space and boundaries of working together.

Introduction:

Welcome! I'm so excited to be working with you xxx. It was great to meet you the other day and to meet your parent. I just want to re-iterate that while your parent may have booked you in, from here on out, this is YOUR space. I don't report back to them. I'm 100% here for you.

I'm also NOT a therapist. So we won't dive deep into your past and I'm not here to fix you in any way. I'm here to give you someone outside of your usual world to talk to about whatever you want, help you brainstorm ways you can deal with any challenges that are coming up for you, and keep you gently accountable to your own goals and plans if there's something

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specific you want to work on. I don't have all the answers and I don't know a lot of things BUT I'll show up for you, I'll listen when you need to vent, I'll ask questions to help you figure out what to do next and we'll work towards things together. If there's something you want to work on that I don't know much about, I'll also go and research that for you so I can provide extra support and suggestions.

But this is YOUR time, and we get to make it totally about you.

What typically happens is:

Outline your series here; mention that we usually come up with some goals; we can do art together while on zoom; etc, etc, etc.

To start with, let's get clear on what you'd love to focus on for our series together. You mentioned in your pre-mentoring questionnaire that you're feeling a bit like x, that you might like to work on x and you also mentioned x. Let's explore each of these in more detail - I just want to learn as much as I can about you!

[Ask lots of questions and try to keep it feeling light and fun, like a really curious friend rather than an interrogator :)]

[At the end of the session, you'll hopefully have approximately 3 goals/themes they'd like to focus on, they would have written these down for themselves in a positive way, their homework between sessions might be to get clear on where they are at with those themes at the moment as a starting point, you will discuss how you'll stay in touch between sessions - what would suit them and what works for you (get clear on how much contact you'd be ok with before the session) and make sure they've got the next session in their calendar].

Congrats - you've done your first session!

ESTABLISHING THE BASE LINE AND 'STARTING POINT'

In one of the early sessions, you want to have the young person reflect on their current state related to the goals you've set. This establishes a baseline to measure progress.

Use worksheets, reflective writing or visualisation exercises for them to honestly assess:

- How they feel currently about the goal areas (confidence, energy levels, academic performance etc.)
- What they feel good about related to the goals
- What makes them feel insecure/depleted in these areas

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Getting clarity on the starting point allows you to look back later and recognise how far they've grown and changed over the course of your sessions.

SECOND SESSION + BEYOND.

As you go into the second session, review your notes from the first session, have some potential questions lined up for yourself that you can ask them that could help them create an empowering vision for themselves in this session and take some deep breaths - showing up for them, asking them how their week was, what some 'wins' were (big or small) and checking in with them (even before you get to the mentoring themes and questions) is so so supportive for them. All you need to do is show up, relax and listen.

Every student will be different. Some will need to be able to do things with their hands and might even enjoy some silence while they do craft and will slowly open up to you. Some will have so many stories to share with you each week. Some will love more structure and love having tasks to complete between sessions - you get to be flexible and make it work for them. Lovingly keep them on track but know that the BEST part about this is that they get a whole hour with someone totally devoted to listening to them and supporting them in this moment.

This second session is also a good time to set up any rituals or rhythms that you'd like to do every session from here on out. For example, if you're meeting in person in a library, then you might start by going for a walk around the block to chat casually about how their week went. Or you might like to do a little check-in with them at the start of every session, e.g.:

1. What are 3 'wins' you can celebrate from today/this week/since I last saw you?
2. Is there anything you want to vent about or let go of?
3. Is there a word/colour/food/song/character or anything else that comes to mind to sum up your day today?

It can be really supportive for them to start to know what they can expect every session and if you're asking them about their 'wins' then they'll start to look for them throughout the week so they can tell you about them. :)

ENVISIONING SUCCESS

Spend a session (often the third session or it could make up part of the second session) guiding them to vividly imagine and describe in detail their life after achieving their goals.

Help them get clarity on:

- How they will think and feel when they've accomplished what they wanted
- The types of things they will be doing and experiencing
- How their behaviour, relationships and self-perception will be different

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Creating a compelling, exciting vision of their future desired state provides motivation to stick with the process. It helps them see the possibilities ahead. Try to refrain from doing this for them - the more they are involved in describing what it looks like for *them* and actually come up with the language themselves, the better!

You could bring in a range of tools to support you with this. E.g.:

- You could use a guided visualisation. Write something yourself, google ‘guided visualisation for teenagers script’ to find something to start with or you could even use Chat GPT or something similar to write something for you. Make sure to ask your client if they are comfortable closing their eyes and being guided through a visualisation (for some people this can feel too scary or cause anxiety if they don’t ‘see’ anything so make sure to get their permission first).
- You could use craft supplies, magazines, etc to create a vision board together (if working online then ask them to bring materials before the session if you think they have access to materials and enjoy craft).
- You could do it virtually using something like Pinterest or Canva.

SESSIONS 4 - 5

You’ll be in a bit of a rhythm now so keep going, keep holding space for them and keep moving forward. Bring the energy and motivation!

THE FINAL SESSION

Before the final session, spend a little more time reviewing your time together, noting down where they were at at the beginning, what they wanted to work on, and anything you can celebrate along the way.

This session should be all about celebration! We don’t often take enough time to stop and look back at how far we’ve come and we often don’t realise the little ‘wins’ along the way. So enjoy holding space for them to celebrate!

You could even give them, or send them, a little gift on your final session too.

During this session you could ask them to share what they’d like to work on next and how they can celebrate for themselves getting to the end of this series (where even just showing up with a stranger is a pretty massive achievement!). You could also let them know how they can sign up for another series with you or any other ways they can work with you (though a lot of that would likely go in an email to the parents at the end of the session).

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COMBINING MENTORING + COACHING IN ONE SESSION

Each session, you might like to spend the first 15-20 minutes having a casual conversation to continue building trust and rapport. This helps them feel comfortable opening up.

Create a non-judgmental space where they feel they can discuss anything without fear of lecturing or getting "in trouble." Use:

- Insightful, open-ended questions
- Reflective listening
- Acknowledgment without approval/disapproval of choices

The powerful questions shared in last module and the guest expert interviews in this module will provide even more support around this.

The mentoring time allows self-discovery rather than direct advice-giving. Avoid reacting strongly if they share something you disagree with.

Examples of non-judgmental responses:

Them: "I cheated on that math test."

You: "Oh yeah? How were you feeling before and after you did that?"

—--

Them: "I got drunk at a party on the weekend."

You: "How did that go? Tell me more about what led up to that..."

The key is creating a space for them to share whatever they want and recognising that, in this moment, they are safe and you don't need to do anything but hold space for them to share. Sometimes it's more about testing you, sometimes they want to shock you, sometimes they just want to see how you'll respond.

Of course if they share something that needs to be reported then you can discuss that with them and take that action.

NOTE: It's MUCH more likely that they'll just be sharing about how annoying a teacher is, or how their sibling is getting on their nerves, or how something unfolded with friends at school, or just be celebrating (because you'll focus on WINS) the things that have gone really well that week! Woo!

THE COACHING COMPONENT:

In addition to the mentoring portion, each session might be more action-focussed and have a coaching vibe. This could involve:

- Working with them to develop specific, manageable action steps to take before the next session

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- Providing encouragement and accountability to follow through
- Celebrating small wins and progress along the way
- Focusing on empowering them to drive their own growth

Avoid just lecturing or giving directives. Use insightful questioning to help them discover their own motivations and answers.

An example coaching process:

1. Review goals and progress so far
2. "What's one action you can take before next time to move closer to your goal?"
3. Help them brainstorm and decide on a specific, realistic step
4. "How can I support you in accomplishing that?"
5. Follow up and celebrate at the next session

OVERCOMING FORGETFULNESS :)

Between sessions, young people may forget about or not follow through on their commitments despite good intentions. This is normal and OK.

Provide accountability by:

- Offering reminders via text, email, app notifications, etc. Decide on this WITH them in the first session so that you have clear boundaries for yourself. When you provide too much support and soft boundaries and then need to firm them up later, it can lead to them feeling abandoned so you're much better off having strong boundaries from the beginning.
- Involving parents to check in if appropriate
- Reviewing tasks and re-motivating during your sessions

Don't take it personally if they don't complete actions you've discussed. Gently explore what they need for better follow-through and remember that they have SO MANY things on their plate and so many deadlines already - you might find that having any actions they need to take outside of your sessions isn't working and you can adjust as you go.

Some suggested boundaries you could adapt to suit you:

"You're welcome to contact me between sessions. Would you like to be able to do that? If so, do you use email? What's App? Text? What works well for you?

Ok, well we can stay in touch via What's App but please keep in mind that I won't check your messages after 5pm or on weekends and I'll take a couple of days to respond most of the time. But if something happens during the week that you want to share with me, or you have a question or something - please go ahead and message me!"

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NOTE: you can also NOT provide this option and stick to just the sessions. Again, while it's very common place to provide support between sessions to adults, it's a little more challenging with young people. Adults will understand the boundaries a little better. You don't want to be someone the young person reaches out to in a crisis at midnight on a Saturday night because you'll likely not see it and not be able to do anything so could ultimately let them down.

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