



Fostering Intergenerational Mentor-Mentee Relationships

This short guide will help you appreciate through journaling what can be gained as a mentee in an intergenerational mentorship relationship.

Some prompts adapted from [“Getting Help: Setting Goals & Using Coaching”](#) by Training for Change.

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Journal 1: Identifying Skills and Strengths

- ❖ What are some skills and strengths that you bring to your project? Consider asking your team members for their thoughts as well.
- ❖ What are some skills that you may need during your project and/or some which you want to develop? Be as specific as possible (e.g. instead of “writing,” consider “writing emails” or “writing announcements”).
- ❖ Choose and circle 2-4 of these which you expect to need most and/or are most excited about.
- ❖ Who can support you to learn or develop these skills? This can include the trainers in this workshop who will be working with you as mentors, and other participants you’ve met here.
- ❖ What is a specific request you can make to those people that would help you to learn or develop those skills? (e.g. you will meet with your sponsor teacher once a month to review your project time management)

Journal 2: Midway Through the Project

- ❖ How have your mentors helped you so far? Have they supported you with the skills you chose earlier in the project, or with other things?
 - Have you developed the skills you were hoping to develop?
 - What else might you have learned from your mentors?
- ❖ What can hold people back from asking for help from others?
- ❖ What do you anticipate needing help with going forward?

Journal 3: Reflection

- ❖ What was the most valuable way someone helped you throughout your project?
- ❖ What is the value of asking for help? Have your experiences with your project shown you this? If so, how?
- ❖ Can asking for help be seen as a skill itself?