

MCC MUSIC AND THEATRE MENTORSHIP HANDBOOK

The mission of the MCC Music and Theatre (MAT) Mentorship Program is to increase retention and completion rates among Music and Theatre majors and to increase Justice, Equity, Diversity and Inclusion (JEDI) in the VPA Division overall.

Kathleen Laundry

Expectations of Mentors

Mentors will:

- Complete background checks.
- Complete FERPA training.
- Complete other training as required.
- Meet with students regularly.
- Work with students to set goals for the semester.
- Encourage students to meet with their professors and academic advisor.
- Follow up with non-responsive students.
- Be knowledgeable of campus and community resources and know when to refer students to them.
- Keep all student information confidential unless there is a chance that there is self-harm or harm to others.

Mentees will:

- Fill out a short survey about your background, family, identities, and goals.
- Rank your top three mentors and be assigned one of them by Laundry.
- Keep appointments with mentors and give advanced notice if you can't keep a meeting.
- Do homework assigned by mentors.
- Make an honest effort to work on yourself and have a good attitude.
- This is a professional relationship, be respectful of your mentor's time. Have healthy boundaries—do not ask your mentor for money or rides. Do not call your mentor in the middle of the night.

Mentor/Mentee Meetings

Scheduling The Meeting

- The Mentor should introduce themselves by email or phone call.
- Mentors should always leave contact information for the student to be able to reach you.

During the Meeting:

- Mentors should record all zoom meetings and inform the mentee that all meetings will be recorded but not shared unless there is a chance of harm to self or others.
- If meetings are taking place face to face, meetings should be on the MCC campus.
- Mentors should introduce themselves and thank mentees for coming.
- Get to know the student. Ask general questions about their situation.
- Mentors should approach students with care and sensitivity, remind the student that you are there to help.
- Based on the information provided, discuss the student's areas of concern.
- Mentors should have an understanding of the many resources available on campus.
- Mentors will ensure a date and time has been selected for the next meeting prior to the close of the current meeting.
- Mentors and Mentees should make any notes about what is expected before the next meeting.

After the Meeting:

- Send an email to the student thanking them for coming in, reviewing the items to be completed for the next meeting, and recommending any needed campus resources.
- Confirm next meeting. Put it in writing.

For NO SHOW students:

- You are responsible for contacting your assigned student and encouraging them to meet with you one-on-one, phone, or zoom.
- All mentors are expected to aim for 100% success rate of meeting with their students.
- If your mentee is still a no-show, let Laundry know and she will deal with it.

Overview of Mentoring Sessions

Below you will find material that can be used in your mentoring relationship. We encourage you to meet with your mentee at least once every two weeks. The material below offers guidance for topics to be discussed throughout the semester.

Mentoring Session 1: Getting to Know Each Other/ Goal Setting

Worksheets are provided with questions to get to know more about the student. In addition to the information you provided in your profile, there are additional questions about you and your journey that you can answer for the student. You can initiate the questions, allow the student to ask the questions. You will serve as the student's accountability partner. Help them to set goals for the semester that you will help them to reach by following up on their progress. The goals do not have to focus on academics.

Mentoring Session 2: Meeting with a Professors/Campus Resources

Make a plan for the student to meet at least one professor outside of their major classes. Take time to address the value in establishing relationships with professors and provide some general conversation topics and strategies the students might use when approaching their professor. This also provides a great opportunity to check in with your mentee on their grades. This session should also utilize the handouts included in this packet to discuss the availability of campus resources. Mentors should ask the mentees what areas they need assistance in and help them connect with the resource.

Mentoring Session 3: Student Engagement

You will help the student explore opportunities outside of the classroom and connect them to extra-curricular experiences. Discuss with the student some of their interests and together explore some of the campus organizations available, such as Pride and MTNA. These connections will serve to keep the student optimistic and connected to the campus.

Mentoring Session 4: Mid-Term Check-in / Revisiting Goals

This meeting will occur at the mid-point of the semester. Have your mentee set a meeting to go over grades, attendance, and suggestions for improvement. Help the student prepare questions for their academic advisor and professors to discuss areas of improvement. Revisit the goals that they set at the beginning of the semester. You should use this time to address progress towards those goals.

Mentoring Session 5: Volunteering

This program incorporates community involvement as a requirement for participants. Each of you understands the value of being involved with the community, as evident in your desire and participation as a mentor in this program. Work with your mentee to brainstorm ideas of which organizations they could volunteer with. A list of suggestions is included in this packet. Volunteering is not meant to be a burden on their time. It is intended to connect them with other organizations that will expand their network, either by boosting them up or by them boosting up a high school student.

Mentoring Session 6: Networking

Spend time with your mentee to discuss the benefits of networking. Consider taking the opportunity to expose your mentee to some of your connections, perhaps you sit on a board that they could shadow a meeting. If you are familiar with networking sites, such as LinkedIn, take the time to discuss the benefits of utilizing the site.

Mentoring Session 7: Celebrating and Looking Ahead

Review the results of the goals set at the beginning of the semester and help the student set goals for the future. This is also a time for celebration as the end of the semester has arrived. Please pay attention to emails as we will be working to have end of the semester and end of the year celebrations. Hopefully we will have some awesome donations for rewards or some budget money to pay for rewards or both.

Mentoring Session 1: Getting to Know Each Other/ Goal Setting

Mentee

Phone: _____ Email: _____

Hometown/High School: _____

How are you currently paying for your education? Scholarships Financial Aid Neither

Have you met with your academic advisor? Yes No

What's your major? _____

Are you a First Generation College Student? Yes No

Will you be the first in your immediate family to graduate from college? Yes No

Difficulties Experienced/Concerns (Circle all that apply) Note: This is confidential

Over Involvement in Activities

Poor Time Management

Relationship Problems

Course load too Heavy

Homesickness

Illness

Adult Student

Victim of Abuse or Crime

Work

Taking Too Many Hours

Other

Mentor

Take time to share your life and experiences.

Name: _____ Phone: _____

Email: _____

Hometown/School:

Occupation:

Tell me about your family

How did you get where you are today?

How do you spend most of your time?

How do you manage work/life balance?

What used to be/still are your biggest weaknesses? What are you most proud of?

What do you like most/least about what you do?

Additional Questions for Mentors and Mentees

What is one thing I wouldn't know about you unless you told me?

What is a struggle you have overcome and how did you do so?

What is your definition of success?

What are your hobbies?

Who is your biggest influence?

If you could travel anywhere, where would it be?

Goal Setting

Take some time and use the outline to determine long-term goals for your college career and short-term goals for the semester.

What is a goal?

- Goals are “the result or achievement toward which effort is directed; aimed”
- Goals focus your energy and effort towards something you want to accomplish and therefore, increase your level of motivation.
- Goals are always evolving as your lives, values and priorities evolve and need to be revisited periodically.
- And finally, goals must be YOUR goals, not your parents’ or others’ goals for you.

General Goals Why are you in college? What are your long-range goals?

Academic Advising Why have you chosen your major? What do you want to do with this degree? Do you know who your academic advisor is? How did your last meeting go? What are your expectations of your academic advisor?

Classes Which classes did you enjoy last semester? Why? Which classes were difficult for you? Why? What do you think about your classes this semester?

GPA How do you feel about your GPA? Do you know how to check your academic record on Webadvisor?

Financial Aid Do you have financial aid or scholarships? Are you concerned about any financial aid requirements?

Study Habits What are your natural tendencies to learning and studying, as well as your general attitudes and approaches to school work? What study strategies have helped you do well?

Time Management How do you manage your time? On average how much time do you spend online? (Surfing the internet, Facebook, Instagram, TikTok, etc?) Has that impacted your course work?

Goals must be SMART: (taken from www.topachievement.com)

S - Specific, significant, stretching

M - Measurable, meaningful, motivational

A - Attainable, acceptable, action-oriented

R - Realistic, relevant, rewarding

T - Time-based, tangible, trackable

Additional SMART tips:

- Consider short- and long-term goals
- Develop several goals
- Utilize “action steps”
- Write down your goals and keep them in a visible location
- Share them with someone who cares about you and can hold you accountable
- Review your goals frequently

Mentoring Partnership Agreement

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

- 1.
- 2.
- 3.

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly. Our specific schedule of contact and meetings, including additional meetings, is as follows:
2. Look for multiple opportunities and experiences to enhance the mentee's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:
3. Maintain the confidentiality of our relationship. Confidentiality for us means:
4. Honor the ground rules we have developed for the relationship. Our ground rules are:
5. Provide regular feedback to each other and evaluate the progress. We will accomplish this by:

We agree to meet regularly until we accomplish our predefined goals or until the end of the semester. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed on goals. In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

Mentor's Signature _____ Date _____

Mentee's Signature _____ Date _____

Mentoring Session 2: Meeting with Professors/Exploring Campus Resources

Meeting with my Academic Advisor

Every student should know his/her Advisor's contact info, and be familiar with the advising process

Advisor: _____

Office: _____

Phone: _____

Email: _____

My Original Goal:

Specific:

Have I stated the "what, why and how"? If no, rewrite

Measurable

Is my goal clearly defined? If no, rewrite

Achievable

Do I have the skills needed to achieve this goal? If no, rewrite

Realistic

Is this goal important to me? If no, rewrite

Timely

Do I have a specified time period for my goal? If no, rewrite

As a final step to adopting this goal, consider the obstacles you are likely to encounter in your pursuit of this goal. While you cannot anticipate every challenge that will present itself, chances are that you have a pretty good idea of some complicating factors that are likely to emerge along the way. Some obstacles are internal (self-doubt, procrastination, etc.), and other factors are external (people, resources, etc.). Try to anticipate some of these factors and consider how you might overcome them.

Meeting with my Professors

Much of your academic experience in college is focused on the time you spend in class. However, it is important to get to know your professors outside of class as well.

The student success literature states: Faculty-student interaction outside the classroom is positively correlated with student learning and development. Try to gain a better understanding of what is required in the class and what you need to do to guarantee your successful completion. Most professors provide their contact information on the first page of the class syllabus. Contact 2 of your professors this semester to introduce yourself. Visit your professor's webpage to get ideas for questions and to explore his/her interests and background. Brainstorm some potential questions to ask your professor(s) with your MAT mentor.

Course 1:

Professor:

Date of Meeting:

Topics to Discuss:

1.

2.

Course 2:

Professor:

Date of Meeting:

Topics to Discuss:

1.

2.



MCLENNAN COMMUNITY COLLEGE

clennan.edu/campus-resource-guide

CAMPUS RESOURCE GUIDE

General Information

Highlander Central

Help with applying, registering, financial aid, transcripts, and graduation

ESC (299-8622)

Testing Center

Admissions & program-specific exams, alternative placement or credit exams, and correspondence/external exams

SSC 2nd floor (299-8453)

Technology Help Desk

Technology help, changing passwords, and Wi-Fi problems

LTC 2nd floor (299-8077)

Concern for Students

Get help for students who need Title IX or academic/personal support, or may be a potential harm to self/others

www.mclennan.edu/concern-for-students

HEALTH & WELLNESS



Community Clinic at MCC

Family Health Center clinic

CSC (313-5800)

Weight Room & Walking Track

Weight Room hours vary each semester.

FOOD, SAFETY, & TRANSPORTATION

Campus Shuttles

Free on-campus ADA-accessible shuttles Monday-Thursday, 7:30 a.m.-5:30 p.m. & Friday 7:30 a.m.-3:30 p.m.

Hop on anytime or use the Rave Guardian app to request pick up

Highlander Bus Pass

Free rides on Waco Transit's fixed bus routes

Business Office, ADM 1st floor (299-8627)

McLennan Cycles

Free campus bike rental program

Physical Plant (299-8863)

Paulanne's Pantry

Free groceries and coupons for your household Monday-Friday, noon-1 p.m.

Completion Center, SSC 249 (299-8226)

Walk-ins welcome, 8 a.m.-5 p.m.

RAVE Guardian App

Free personal safety application

Text MCC police, submit anonymous tips, and access campus phone numbers

Search "Rave Guardian" in Google Play or Apple App stores

SUPPORT



Accommodations

Special accommodations for students with disabilities

SSC 319 (299-8122)

Advising & Career Services

Academic planning and career exploration

SSC 2nd floor (299-8614)

Counseling Services

Confidential individual and crisis counseling free to all students on campus

WF 101 (299-8210)

Men of Color Success Initiative

Networking, mentorship, and leadership development

Completion Center, SSC 249 (299-8226)

Success Coaches

Providing support, resources, and strategies to develop strengths and reach academic and personal goals

Completion Center, SSC 249 (299-8226)

Support & Empowerment Program

Emotional support and financial assistance for students in special populations; must meet eligibility requirements

Completion Center, SSC 249 (299-8226)

TRIO/Student Support Services

Free services for first-generation, low-income, or students with disabilities

SSC 304 (299-8431)

ACADEMICS



Academic Support & Tutoring

Free academic support for all subjects, tutoring, writing help, and technology help

SSC 1st floor &

LTC Learning Commons (299-8500)

Library

Research support and resources, tech help, open-access computer labs, and printers

LTC 3rd floor (299-8398)

Math Lab

Math course help and walk-in tutoring for all course levels

M 225 (299-8878)

Science Lab

Science course help and walk-in tutoring for all course levels

S 135 (299-4029)

FINANCIAL RESOURCES



Financial Aid (Highlander Central)

Information about state and federal financial aid, and questions about FAFSA

ESC (299-8622)

Scholarships (MCC Foundation)

Online applications Oct. 1-Jan. 15 for next academic year. Secondary opportunity May 1-15.

www.mclennan.edu/foundation/scholarships

VA Services

Help with financial aid

ADM 212 (299-8432)

Mentoring Session 3: Student Engagement

The retention literature clearly indicates that students who feel a sense of belonging and involvement at the institution are more likely to be successful in the classroom and happier with their collegiate experiences. Music and Theatre majors automatically have the opportunity to get to know other students and professors very well through shared group experiences like band, choir, opera, productions, and crew work. This is a wonderful part of choosing performing arts to major in because no other majors on campus have this built-in bonding environment. Your peers will become your first network of associates who can help you in your career. However, the downside to this environment is very insular and it leaves little time to experience life outside the BPAC/MTA. Ideally, you will create opportunities to interact with both faculty and other students outside your major. How are you going to become involved in the wider campus environment?

Current activities you are involved in outside of music and theatre:

Activities you are interested in pursuing:

Student Engagement Questions

- What were you involved in during high school besides music and theatre?
- What opportunities are you looking for in college?
- What are some things you can get involved with now?
- How do your current activities/talents help you move toward your future goals?
- What skills other than music and theatre do you need to develop?
- What types of volunteer experience have you had?

Mentoring Session 4: Mid-Term Check-in / Revisiting Goals

- Student knows who their academic advisor is and has his/her contact information? Yes No
- Student knows when registration begins for the next semester? Yes No
- Student knows which classes are required for his/her major? Yes No
- Student has planned his/her next semester of coursework and gotten approval for those classes in Webadvisor?
Yes No

Course ID	Day/Time	Professor	Location

Additional Questions about Goal Setting

- Since our last meeting, what concrete steps have you taken to meet your goals?
- What roadblocks have you hit and how have you dealt with them?
- What can you do/are you doing to reenergize yourself when you get off track?
- What have you learned so far?
- Have you (or do you need to) re-evaluate your goals?
- Since we last met, what successes have come from the action plan we created?
- What resources on campus are helping you achieve your goals?
- How can I help you carry out your plan toward your goals?
- What in your personal or professional life might need to change in order to meet your goals?
- How are you going to celebrate achieving your goals?
- What steps can you take before our next meeting?

Mentoring Session 5: Volunteering

Why volunteer?

With busy lives, it can be hard to find time to volunteer. However, the benefits of volunteering can be enormous. Volunteering offers vital help to people in need, worthwhile causes, and the community, but the benefits can be even greater for you, the volunteer. The right match can help you to find friends, connect with the community, learn new skills, and even advance your career.

Giving to others can also help protect your mental and physical health. It can reduce stress, combat depression, keep you mentally stimulated, and provide a sense of purpose. While it's true that the more you volunteer, the more benefits you'll experience, volunteering doesn't have to involve a long-term commitment or take a huge amount of time out of your busy day. Giving in even simple ways can help those in need and improve your health and happiness. <https://www.helpguide.org/articles/healthy-living/volunteering-and-its-surprising-benefits.htm>

Connecting with your old high school theatre, choir, or band, can be a great way to give back to your community. Your example can be a great way to mentor high school students and get them to come to college. Conversely, making connections with a new theatre, band, or choir can position you to get more experience or training than you would get otherwise just as a student at MCC.

Performing Arts Service Opportunities in the Waco Community: I will receive the rest of the contact info at the next meeting of WACO Theatre Alliance Aug. 25 at 6pm, so I'll send a replacement page afterwards.

Agency	Director	Contact Info	Job Description
Cesar Chavez MS Theatre	Allison Winfield		
China Spring HS Choir	Daniel Farris		
China Spring HS Theatre	Mandy Conner		
Connally HS Theatre/Choir	Allison Figley		
Crestview Elementary Music	Giselle Vento		
EGX Costume Committee	Jason Sanchez	254 716 8474	Running errands at the convention
Jubilee Theatre		254 753-4900 http://www.iubileetheatre-waco.org/	
Lake Air Montessori Theatre	Ruzica Norwood		
Midway HS Theatre	Jill Wilkerson		
Monarch Theatre Co.	Stephanie Gareth	(401) 379-0074 https://www.monarchtheatreco.com/	
Robinson HS Theatre	Kim Mawhirter		
Silent House Theatre	Alex Blanton	254 339-9406	Deaf Actors needed
University HS Band	Archie Hatten IV		
University HS Theatre	Katy Davis		
Vanguard Theatre	William Priest	254 214 3282	
Vive les Arts Theatre	Jami Salter	(254) 526-9090 https://vlakilleen.org/	
Waco Children's Theatre	Linda Haskett	(254) 776-0707	
Waco Civic Theatre	Eric Shepard	(254) 776-1591 https://wacocivictheatre.com/	
Waco HS Theatre	Ashley Vermulean		
Wild Imaginings	Trent Sutton	512-844-3256 http://wildimaginingswaco.com/	
Youth Chorus of Central Texas	Florence Scattergood	http://youthchorusofcentraltexas.org/	

Volunteer Opportunities Outside of Music and Theatre

- Waco Wetlands <https://www.waco-texas.com/cms-wetlands/#gsc.tab=0>
- Waco Friends of Climate <https://www.facebook.com/groups/1330231820335851>
- World Hunger Relief, Inc. <http://www.worldhungerrelief.org/> Applications can be found here: https://docs.google.com/forms/d/e/1FAIpQLScTMFcdBEWISMR49n2_nZxp8baFtb00MU4Y9bBvAlxbYRjFpQ/viewform
- Fuzzy Friends 6321 Airport Road Waco, Texas 76708 Phone: (254) 754-9444 <https://fuzzyfriendsrescue.com/> Applications here: <https://fuzzyfriendsrescue.com/get-involved/volunteer/>
- The Family Abuse Center <https://www.familyabusecenter.org/> <https://www.familyabusecenter.org/volunteer/> Application can be found here: <https://docs.google.com/forms/d/e/1FAIpQLSejlyky0UtNBsECcOPNwwg3t8G6Dj5r7GrOoiydFRO1IGrw/viewform?embedded=true&formkey=dEdSUG1wMS1pOUZPeG1VNxlpsG45b0E6MQ>
- Mission Waco <https://missionwaco.org/> Application can be found here: https://www.cervistech.com/acts/console.php?console_id=0129&console_type=application&ht=1
- No Limitations, Inc. Coleen Gant Heaton <https://www.facebook.com/NOLIMITATIONSWaco>
- McLennan Democratic Party <https://mymcdp.org/> Mary Duty is the contact person. Here's the volunteer application link: https://docs.google.com/forms/d/e/1FAIpQLSek7fSNB6vT_ohw-RJ2dGq7rU-5d3RqywkJXBODge_JGgdXhQ/viewform

Mentoring Session 6: Networking

What is networking?

- Developing relationships or contacts
- Sharing information
- Building partnerships that support you while you map out your career goals
- Ongoing and reciprocal in nature

How to Network Effectively

Ideally, networking starts long before a job or internship search. Contacts are not only relatives and friends, but also former high school/ college classmates, MCC faculty/staff members, and MCC alumni. For those of you who have been working or interning—other contacts can include current and former co-workers and supervisors. In essence you are already networking through your daily interactions with others. When looking to expand beyond your existing network, consider these steps:

1. Establish Your Goal

Before contacting anyone, decide on what kind of information or assistance you would like and can expect from the people you meet. For instance:

- Information on a career
- Advice on the best strategies to break into a career
- Referrals to specific job openings
- An introduction to a secondary contact

2. Do Your Research

Interviewing and networking conversations are less stressful if you are prepared. By doing this, you will feel more confident, you'll not be at a loss for words, and you will make a positive impression.

- Make sure you do your homework on a company before you meet with one of its employees.
- Before you meet with someone make sure you know what questions you'd like to ask.
- Remember, the more prepared you are, the more productive the networking experience.

3. Networking:

The following are some questions you may wish to consider asking when networking with individuals or potential employers:

- What are your primary job responsibilities?
- What experience did you have to get your job?
- How long have you worked here?
- What is your own background and experience?
- What is a typical work day like?
- How long is your work day?
- How much variety is there in your work?
- How much training/supervision did you receive?
- Does your job require that you travel?
- What do you like/dislike most about your work?
- What are the toughest problems and decisions you handle?
- What do you wish you had known about your position/the field before you started?
- What type of professional and personal skills does it take to succeed at this type of work?
- What is the size and makeup of your organization?

- What is a typical starting salary for someone with my experience?
- What is the salary ceiling for an experienced employee?
- What do you see as the major issues/ trends in the field today?
- What books or journals would you recommend that I read?
- Which professional associations should I join?
- Do you recommend that I enroll in any particular classes?
- What opportunities for advancement are there in this organization or in the field?
- What would be a typical next career move for someone in your position?
- What recommendations do you have for me regarding a job search strategy?
- What other people do you recommend that I talk with? May I tell them that you referred me to them?

4. Make Contact

When you contact someone, give them some information about you. For example, let them know that you'll be graduating soon, what your specific skills are, and the type of position/organization that you are seeking. During your conversation you might:

- Ask for information and advice for someone seeking to enter their field or find employment with their organization.
- Seek suggestions for other colleagues to talk to who have a connection to the industry or position that you are seeking.
- Ask them if you may use their name as a referral.
- Offer to send them a copy of your resume and ask them to keep you in mind if they should hear of any openings.

5. Send a Thank-you Note or Email

The person that you have spoken with has given you their time; a valuable resource. Express your appreciation for the meeting/interview with a note of thanks and include any actions that you will take as a result of the meeting. This step should not be overlooked, it is one tangible way that you'll begin to build your network of contacts.

6. Set Goals for Ongoing Networking & Follow Up

Think about how many people you will try to call in one week, how many meetings you should attempt to schedule, and how many networking events you'll attend. As part of your goal setting, make sure that you follow up with existing contacts. Be sure to let your initial contacts know of the outcomes of your meetings. In other words, keep your contacts informed about your progress and any success you have had.

7. Always Reciprocate

When you ask others for help, be prepared to return the favor.

8. I'm Ready

Engage professionals with LinkedIn and/or other social media - remember to keep your profile and interactions professional. Any information that is posted is fair game for employers and the public at large to view.

Attend information sessions hosted by various organizations. Watch for events featuring guest speakers within certain fields through your academic department or student organizations.

Mentoring Session 7: Future Goals and Celebration

If your mentee made most of your meetings, they are invited to the end of the semester celebratory event. More information about that will be forthcoming. I am asking for funds for this event as well as donations from my network of friends and alumni.

Visions for the Future

As we conclude this semester, it is important to review the progress on your goals and set goals for the spring semester. When you think about your life one year from now, what do you see? Think about the various components of your life, including education, relationships, career, and community. Select the component depending on what you believe will be most important to you at that time in your life.

Describe where you will be this time next year and what achievements you will accomplish between today and then.

Additional Questions

- How do you imagine yourself in 10 years? Paint a picture of the life you want.
- What would happen if your dream didn't come true?
- What are some strengths that you can build upon now to help your future?
- What is the "new Plan A?"
- What is another path or strategy to achieve your goal?
- How can this detour get you to your goal?

