

## SUGGESTIONS FOR SELECTING THE RIGHT MENTOR FOR A STUDENT

### Prerequisites:

1 – 2 years experience in field  
12 months continuous service  
with the organization  
Full-time status preferred  
Willing to serve as a mentor for  
an inexperienced adolescent

### Knowledge:

Understands customer/supplier  
relationship  
Answers questions and be an  
information resource  
Understands company and de-  
partment policies/  
procedures  
Is technically competent  
Knows company's and depart-  
ment's mission/vision/  
values

### Personality/Traits/Characteristics:

Integrity  
Counseling/listening skills  
Conscientious  
Well-liked by peers  
Enthusiastic  
Positive attitude  
Team player  
Good communication skills  
Coach

## TIPS FOR MENTORING WBL STUDENTS

- Demonstrate task performance by doing the task while the Work-Based Learning student observes.
- Explain why a task is performed a certain way.
- Monitor and critique the WBL student's attempts to do the task.
- Model problem solving by thinking aloud and demonstrating problem-solving strategies.
- Keep a watchful eye.
- Ask open-ended questions.
- Provide support without rescuing.
- Avoid messages of perfection.
- Have the goals of the program firmly in mind when you engage with your mentee..
- Remember that you are not taking the place of the parent.
- Express a sincere interest in the program as a whole.
- Assist the student in setting realistic, obtainable goals for the year.
- Understand that the process of the professional relationship is just as important as guiding the student through a job task.
- Remember to be an active mentor.
- Never underestimate the power of continuity in a young person's life.
- If your mentee has taken an avoidance approach to the work situation, try to get as much information as you can that might explain this behavior, and KEEP TRYING!
- As the relationship progresses, try to refrain from "selling" your mentee on doing something and concentrate more on encouraging the mentee to want to do it on his or her own.
- Become a great listener.

**Cartersville High School Work  
Based Learning & Youth  
Apprenticeship Programs**

# Mentor Handbook



**Contact Program Director:**

**Shannon Boyer**

sboyer@cartersvilleschools.org

## **Mentor's are CRUCIAL to the success of our students!**

Many different individuals may be involved in teaching a Work-Based Learning student, or a single person may take on the entire responsibility depending upon the size of the business. In either case, one individual in a business is usually designated as the mentor.

The selection of the mentor is the prerogative of the business. However, an effective mentor must possess both the personal qualities and the technical competence to be successful. In addition, it is important for the business to provide time for the mentor to work with the Work-Based Learning student on a one-to-one basis.

### **Personal Qualities of a Mentor**

A good mentor is one who is interested in young people. Mentors must know and perform their job well and be willing to share their knowledge. They should understand human relations and be of the character that the Work-Based Learning student will want to emulate.

### **Technical Competencies**

A mentor should be proficient in performing technical competencies, which they teach to the apprentice or WBL student, and must have a broad understanding of the industry. It is critical that the business where the Work-Based Learning student is placed designate one employee to coordinate work efforts with the student at the worksite and serve as the student's mentor. In many businesses, a student will be rotated to various departments in a business to learn all aspects of the occupation and be under the direction of various employees (sometimes referred to as a coach), but the employee designated as the mentor should be responsible for coordinating and monitoring the training experience of the student.

## **FUNCTIONS OF THE MENTOR**

### **Induction**

The mentor orients the Work-Based Learning student to the job, to the business, and to industry as a whole.

### **Training**

The mentor participates in the development of the training plan for the Work Based Learning student under his or her supervision. The mentor assists the Work Based Learning student in carrying out classroom assignments related to the job and evaluates the technical tasks listed in the Work-Based Learning student's training plan and the employability skills listed in the Employability Evaluation.

### **Evaluation**

The mentor evaluates the Work-Based Learning student's progress in learning the job and communicates with the Work-Based Learning Coordinator the strengths and areas in which improvement is needed. The mentor verifies the Work-Based Learning student's attendance and production reports. Grades will include an Employability Skill Assessment and a Technical Skill Assessment from the Training Plan developed at the beginning of school. Mentors will mark students according to progress. Students can not learn if they do not know what they are doing wrong.

### **Counseling**

The mentor counsels with the student concerning performance both on the job and in school as well as the student's relationships with other employees. The mentor must take the responsibility for preparing the Work-Based Learning student for a definite goal and provide him/her with the individual attention necessary to attain that goal.

## **MENTOR'S WORK BASED LEARNING PROGRAM RESPONSIBILITIES**

### **1. Employer Evaluation of Program and Student**

Mentors will receive notices about evaluating students and program throughout the year. Mentors should complete evaluation forms and return to WBL Coordinator.

## **MENTOR'S WORK BASED LEARNING PRO- GRAM RESPONSIBILITIES (cont.)**

### **2. Grading/Assessing Student's Work**

An Individualized Job Skills Training Plan will be incorporated into the Mentor's Evaluation of the student and will be used to assess skills and knowledge of on the job training as well as to assess work ethics/general employment traits identified as being important to success on the job.

In addition, the training sites are visited by the WBL coordinator, the students are observed at work, and the mentors that have been assigned the responsibility of training the student are consulted. The employer's/mentor's evaluation (based on job skill and work ethics) will count towards student's final grade for the course and is completed by the mentor twice a semester.

*(See Appendix B for sample Training Plan score sheet and Work Ethics score sheet. These should be submitted to the WBL Coordinator.)*

### **3. Bi-Weekly Time Sheets**

Bi-Weekly Sheets are completed by the student and signed by the mentor. A percentage of the student's grade for the course comes from turning in completed time sheets.

*(See Appendix C for sample Time Sheet. Students should submit to WBL Coordinator.)*

### **4. Help Students with Coursework**

Mentors should have time to help students complete coursework that is designed to improve the relationship between the mentor and student, as well as to help the student gain insight into the job or position of the mentor to make informed career decisions.