



Pebblebrook High School

Mentoring Handbook

Growing Leaders

Work Based Learning

2021-2022

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WELCOME

The Pebblebrook High School System Work-Based Learning Program would like to welcome you as a **mentor**. Your role as mentor is one of the most important aspects of the student learning experience. Without you, students would just be employees of a company. Under your guidance, our student will develop skills and work habits that will enable him/her to become valued members of the workforce now and in the future.

You will work with your student employee individually to provide an extension of the classroom experience through teaching of tasks, acceptable employment characteristics, and good work ethics. You will provide feedback of student performance to identify strengths while allowing for growth in areas of weakness.

Welcome to a partnership designed to create the best work experience available to high school students.

WHAT IS WORK-BASED LEARNING?

Work-Based Learning (WBL) is a specialized, one- or two-year program designed for juniors and/or seniors who are at least 16 years of age. The program allows students who are enrolled in Career, Technical, and Agricultural Education courses to experience work in their areas of study and to receive academic credits for the work they perform. A student's place of employment becomes an extension of school instruction with the mentor acting as a co-teacher in this endeavor.

The combination of school and work during the same period of time serves two purposes: (1) to help students learn skills and knowledge to qualify for a full-time job in the near future; and (2) to give the student the experience of using work to foster his/her own learning.

Additional objectives include: (1) development of positive attitudes and work habits; (2) development of work ethics, transferable skills, and specific job skills; (3) improvement of business and school relationships; (4) providing experiences that cannot be duplicated in the classroom; (5) expansion of knowledge of occupations.

Work-Based Learning promotes the idea that not all learning happens within the walls of a classroom. Experiential learning not only provides new information and experiences but also allows students to make a connection between concepts and skills learned in school with applications to real-life experiences in the workplace.

There will be several assignments throughout the semester that will need to be signed such as a monthly timesheet, Training Agreement and Plan, Mentor Handbook, and work

evaluations. All of these are state requirements and a part of the student's grade.

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Lowndes High operates on a block schedule. This means students attend 4 - 1.5-hour classes per day. The state requires for each block of WBL a student has they must spend a minimum of 7.5 hours per week on their job sites. One block = 7.5 hours, 2 blocks = 15 hours and 3 blocks = 22.5 hours per week. This MUST average out to 135 hours, 270 hours, and 410 hours respectively at the end of the semester. The state does not set a maximum number of hours for students.

ROLES OF THE MENTOR

The mentor performs a number of functions including: (1) induction of the WBL student into the business, (2) training of the student, (3) evaluation of the student, and (4) counseling the student on matters related to work and school.

Induction

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

Training

The mentor participates in the development of the training plan for the student under his/her supervision. The mentor assists the student in carrying out classroom assignments related to the job and evaluates the skill tasks listed on the student's schedule of training.

Evaluation

The mentor evaluates the student's progress in learning his/her job and communicates with the Work-Based Learning Program Coordinator the strengths and areas in which improvement is needed. The mentor verifies the student's attendance and production reports.

Counseling

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

TRAITS OF AN EFFECTIVE MENTOR

Academic Support

Keeping young people in school; helping them graduate from high schools; evaluating

educational choices; and directing them to resources for furthering their education.

Role Modeling

Pointing out, demonstrating, and explaining actions and values that offer the best chances for success and happiness; helping WBL students see and strive for broader horizons and possibilities than they may see in their present environments. Role modeling helps young people raise their ambitions in life.

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Attention and Concern

Many young people do not receive enough attention and concern from the adults in their lives. Mentors can fill in these empty spaces with dependable, sincere, and consistent attention and concern.

Accountability

A commitment made to a WBL student for any type of appointment, i.e., meeting, activity, etc., should be the mentor's priority, barring emergencies. This consistent accountability has several benefits:

- Cements trust between the mentor and student
- Sets a good example (role modeling for the WBL student to follow) •
Creates mutual expectations that can be met

Communication

Requires attention to three basic skills: listening, looking, and leveling.

Listening—Listening does not have to be passive. It can be as active as talking, if done correctly.

Looking—People communicate with both verbal and body language.

Leveling—Leveling means being honest about what you are feeling and thinking without being angry or destructive.

Company Policy

The mentor will work with the person in charge of personnel to see that the WBL student is fully informed of all personnel policies, guidelines, procedures, and any other pertinent information that is necessary for success at the worksite. These will include, but not be limited to, functions of the employing department, work days and hours, work requirements, notification procedures for absences, payroll documents, safety rules, use of telephone, report of injury, use of equipment, and any other items necessary for the apprentice to know.

Self-Esteem

Self-esteem is how a person thinks about him/herself. It is the value placed upon oneself. WBL students, like everyone else, need positive nurturing that will promote the development of self-esteem.

INSTRUCTIONAL BEHAVIORS OF A MENTOR

Demonstrate task performance by doing the task while the WBL student observes. While performing the task, the mentor points out important features and checks the student's understanding by asking questions and encouraging the student to ask questions.

Explain how to perform a task correctly. Explanation may accompany demonstration or be provided separately. It sets performance criteria, points out what problems are likely to occur, and identifies possible problem-solving strategies.

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Explain why a task is performed a certain way. A mentor must explain why the task is performed according to certain specifications, provide information about the business management or scientific principles underlying the procedures, and explain how the task relates to other tasks.

Monitor and critique the WBL student's attempts to do the task. While monitoring the WBL student's performance, the mentor gives clear and immediate feedback. Although monitoring and feedback are continual, the interval between instances increases as the student gains competence; and the mentor encourages the student to monitor his/her own performance and to seek help when difficulties arise.

Modeling problem solving by thinking aloud and demonstrating problem-solving strategies. Modeling includes explaining what questions the WBL student can ask himself/herself when problems arise, identifying the kinds and sources of information the student might need to find a solution, and pointing out important information or cues that the mentor is relying on to guide problem solving.

In addition, the mentor must also orient the WBL student to the social and personal aspects of work. Mentor training should also include instruction on how to:

Initiate the WBL student to the workplace culture. The Work-Based Learning Program brings adolescents into an adult social system—a new culture with its own rules.

Advise the WBL student on career directions and opportunities. Career advice may be information about education and training requirements for a particular field, introducing students to others who can share their experiences, or expanding the student's conceptions of career domains.

Help resolve problems. A good mentor helps the WBL student resolve problems.

EFFECTIVE MENTORING STRATEGIES

1. **POSITIVE ATTITUDE:** Encourage a person to examine beliefs and ideals to establish personal values and goals.
2. **OPEN-MINDEDNESS:** Encourage a person to keep an open mind to ideas.
3. **INTERRELATIONS:** The interactions between mentor and protégé should be situations of sharing, caring, and empathizing.
4. **CREATIVE PROBLEM SOLVING:** Encourage the protégé to use creative problem-solving processes.
5. **EFFECTIVE COMMUNICATIONS:** Encourage a person to be an attentive listener and an assertive inquirer.

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6. **DISCOVERY:** Encourage the protégé to be an independent thinker.
7. **STRENGTHS AND UNIQUENESS:** Encourage a person to recognize individual strengths and uniqueness and to build upon them.
8. **CONFIDENCE:** Assist a person in developing self-confidence.
9. **AWARENESS:** Stress that an individual must be aware of the environment, be intuitive, be problem-sensitive, and be ready to make the most of opportunities.
10. **RISK-TAKING:** Encourage a person to be a risk-taker and to be an active participant, not a spectator.
11. **FLEXIBILITY:** Share with a protégé the importance of being flexible and adaptable in attitudes and actions, looking for alternatives, and seeing situations/persons from different perspectives.

Tips for Mentors

- 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. Keep personal discussions to a minimum.
- Express a sincere interest in the program so that the mentee will understand that he or she is part of a bigger effort and that there are other partnerships that

exist.

- Assist the student in setting realistic, attainable goals for the year. • Understand that the process of the relationship is just as important as guiding the student through a job task
- Remember to be an active mentor. That is, when you are with your mentee, try to actively engage with him or her.
- Never underestimate the power of continuity in a young person's life. Stick with a regular meeting schedule that works for both of you.
- If your mentee has taken an avoidance approach in 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 him/her to want to do it on his/her own.
- Become a great listener. The best way to establish a good relationship with your mentee is to encourage him/her to talk, to draw him/her out, to ask questions in ways that does not require a "yes" or "no" response.

Listening Recipe

- AVOID BEING JUDGMENTAL: Concentrate on the message and not the person. • DO NOT BE INSINCERE IN YOUR LISTENING: If you're fake attention, it will be evident.

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- LISTEN FOR IDEAS AND NOT JUST FACTS: Look for the big meaning in what is said.
- AVOID COMMUNICATION KILLERS: Analyze your responses and be sure to avoid action words that will cut off communication.
- PUT WHAT YOU ARE HEARING INTO WORDS: After you have listened closely, try to put what the other person is saying and feeling into words and see how they react.
- GET AGREEMENT: Communication involves knowing when and how to listen as well as how to use words.

Praising Recipe

- BE IMMEDIATE: Catch them doing something right, right now!!
- BE SINCERE: If you cannot be sincere, say nothing.
- BE SPECIFIC: Concentrate specifically on what was done, not on generalities. • SHOW THE BENEFIT: Ask yourself, "How does this effort help the student?" • STATE YOUR OWN REACTION: People want to know how you really feel. • ASK IF YOU CAN HELP: Offer your assistance. Do not order it!
- PRAISE IN PUBLIC: Correct in private.

A Few Final Thoughts

- KEEP A WATCHFUL EYE: Watch for signs of boredom or indifference. Try to

create opportunities and experiences that foster discovery of new ideas and development of new skills.

- **ASK OPEN-ENDED QUESTIONS:** Check periodically to see how well and how much the student is learning. Ask open-ended questions such as, "What has been most challenging to you these past few weeks?"
- **PROVIDE SUPPORT WITHOUT RESCUING:** Too often mentors say, "Let me show you how to do that" when they should be asking "What do you think you should do next?" It takes patience and courage to stand back and let a student risk failure. However, the most significant growth happens through the discomfort of grappling with a new situation.
- **AVOID MESSAGES OF PERFECTION:** The greatest gift a mentor can give students is to be authentic. When you make a mistake, you can show how you learn from that mistake and are more competent as a result. Make sure that the student understands that you are still a learner yourself.

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Builds Self-Esteem

- ✓ Praise
- ✓ Recognition
- ✓ Trust
- ✓ Positive role models
- ✓ High expectations
- ✓ Compliments
- ✓ Respect for others
- ✓ New growth experiences ✓
- Opportunities for success ✓

Appreciation for assistance

Lessens Self-Esteem

- ✓ Repeated criticism
- ✓ Ignoring strengths
- ✓ Verbal rejection
- ✓ Disinterest
- ✓ Negative experiences ✓
- Insensitivity
- ✓ Unrealistic expectations ✓
- Lack of sincerity

WHAT WILL YOU DO?

ROLE MODEL GATE-KEEPER models success understands realities of the world

LEADERSHIP GATE-OPENER directs, and guides introduces protégé to significant others

TEACHER—COACH WISE COUNSEL provides insights and skills listens and shares practical wisdom

MOTIVATOR

positive reinforcer

interested

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MENTOR PROGRAM CRITERIA

The following items list suggested criteria to use when choosing a mentor for a Work-Based Learning 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

Knowledge:

- Understands customer/supplier relationship
- TQM culture/concepts
- Informed to answer questions and be an information resource
- Understands company and department policies/procedures
- Technically competent
- Knows company's and department's mission/values/vision

Personality/Traits/Characteristics:

- Lifetime learner
- Respects others
- Possesses integrity
- Quality-minded
- Customer focused
- Counseling/listening skills
- Conscientious
- Well-liked by peers
- Enthusiastic
- Positive attitude
- Team player
- Good communication skills
- Professional appearance
- Caring
- Punctual
- Self-motivated
- Coach

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RESPONSIBLE MENTORING - RETURN THIS FORM

ORIENTATION CHECKLIST

Initial the items on the checklist as they are completed:

1. Department/Company Tour _____
2. Introductions to Appropriate Personnel _____
3. Location of Fire Alarms, Fire Extinguisher, and Fire Exits _____
4. Review of Emergency Procedures _____
5. Emergency Evacuation Plans _____
6. Severe Weather Procedures _____
7. Location of Restrooms _____
8. Explanation of Authorized and Unauthorized Areas _____
9. Parking Procedures/Locations _____
10. Name Badges (Identification, Clocking In/Out) Location of _____
11. Time Clocks/Bulletin Boards _____
12. Company Policy Regarding: _____
Confidentiality, Dress Code, Breaks, Smoking,
Sexual Harassment, Safety, Attendance, Tardiness _____

- 13. Telephone Procedures/Etiquette _____
- 14. Pagers/Beepers/Electronic Devices at Work _____
- 15. Interaction with Other Departments _____
- 16. Location of Policy/Procedure Manuals _____
- 17. Working Hours _____

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**Return this page signed to your WBL
Coordinator.**

I have read and understand the Mentoring training packet. If I have any questions or concerns, I will contact Ms. Janice Cooper-King at 678.235.5675.

Print Student Name _____

Print Mentor Name _____

Mentor Signature _____

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