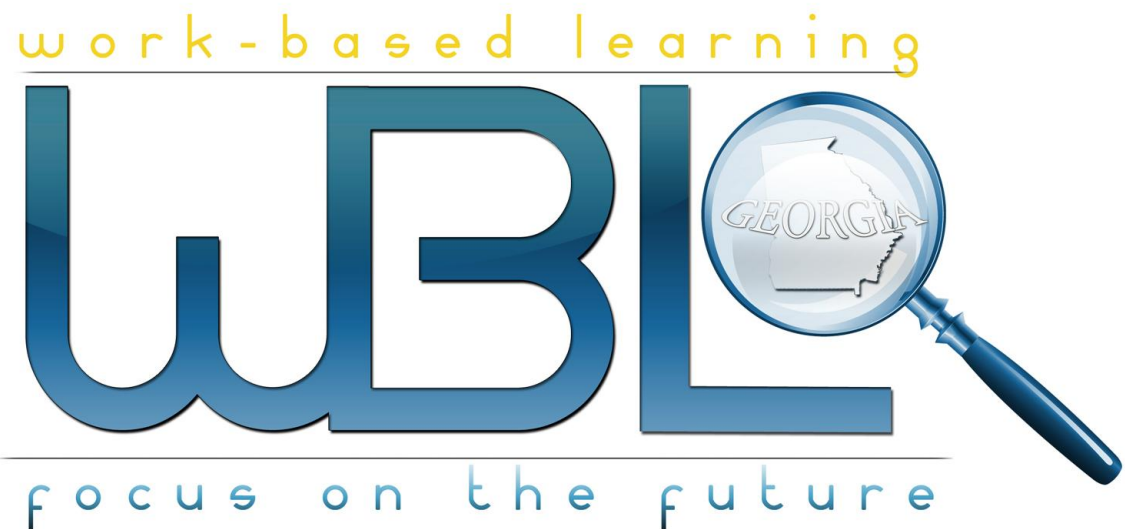




Work Based Learning Mentor Handbook



Career, Technical, and Agricultural Education Work-Based Learning Contact Information

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PURPOSE OF THE MANUAL

Policies and recommendations contained in this handbook represent the fundamentals for successful Work-Based Learning in Georgia.

This manual has been compiled for use as a guide for the WBL mentor. This handbook will help answer many questions that may arise. The success of the Work-Based Learning Program is primarily based on the quality of the placement of the student in a business and the instruction that the student receives as part of the Work-Based Learning segment of the program. A key individual in the Work-Based Learning is the designated mentor/supervisor.

Contents

Welcome	3
WBL Program Description	4
Tips for Mentoring WBL Students	5
Mentor's Responsibilities	7
Mentor Acknowledgment of Responsibilities Form	9
Appendices	
Training Agreement	10-12
Training Plan	13
Safety Agreement	14
Sample Monthly Wage Report	15
Sample Evaluation	16
Letter of Interest	17

Dear Mentor,

Welcome to the Work-Based Learning Program and thank you! An integral part of the program is a supportive adult, referred to as a mentor, who is linked with the Work-Based Learning student. A mentor provides guidance and encouragement to the Work-Based Learning student as well as is involved in the teaching of work tasks and job responsibilities to the student.

The mentor performs a number of functions including:

- induction of the Work-Based Learning student into the business,
- training of the Work-Based Learning student,
- evaluation of the Work-Based Learning student, and
- counseling with the Work-Based Learning student on matters related to work.

Again, thank you for helping to build a foundation for future student success. If you have any questions or need assistance at any time, please do not hesitate to contact us, as we pledge our full support in this endeavor.

Dr. Lea Folds
Work-Based Learning Coordinator
Griffin Spalding County Schools

WBL PROGRAM DESCRIPTION

Work Place Mentors

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. 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

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. The mentor will review all safety procedures with the WBL student and acknowledge understanding of same. (See Safety Agreement in Appendices)

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

Induction & Training

The mentor orients the Work-Based Learning student to the job, to the business, and to industry as a whole. 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 skill tasks listed on the Work-Based Learning student's training plan. (See Training Plan in Appendices)

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. (See Sample Evaluation in Appendices)

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.

TIPS FOR MENTORING WBL STUDENTS

Demonstrate task performance by doing the task while the Work-Based Learning student observes. While performing the task the mentor (coach) points out important features and checks the student's understanding by asking questions and encouraging the student to ask questions. (Reciprocal questioning is also part of other functions).

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

Explain why a task is performed a certain way. A mentor (coach) 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 Work-Based Learning student's performance, the mentor (coach) gives clear and immediate feedback. Although monitoring and feedback are continual, the interval between instances increases as the student gains competence and the mentor (coach) encourages the student to monitor his or her own performance and to seek help when difficulties arise.

Model problem solving by thinking aloud and demonstrating problem-solving strategies. Modeling includes explaining what questions the Work-Based Learning student can ask himself or 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 coach is relying on to guide problem solving.

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.

Have the goals of the program firmly in mind when you engage with your mentee. Think about what activities would help foster the desired results.

Remember that you are not taking the place of the parent. Even though there will be times when you are in a parenting role, it is important to inquire how the mentee's parent(s) feels about things. Keep personal discussions to a minimum.

Express a sincere interest in the program as a whole. This helps the mentee understand that he or she is part of a bigger effort and that there are other partnerships in existence. This addresses the adolescent's need to belong and be part of a peer group.

Assist the student in setting realistic, obtainable goals for the year. Ask the mentee what he or she would like to accomplish and be ready to introduce him or her to others who can help.

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. That is, when you are with the mentee, try to actively engage with him or her. Remember that adolescents are not comfortable with silence.

Never underestimate the power of continuity in a young person's life. If you are unable to meet with your mentee as frequently as you would like, just be sure that you keep to the schedule that works for both of you.

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! Many mentees will seem recalcitrant or unmanageable on the outside but, in fact, are willing to engage.

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. This process, which is known as "guided discovery," is a more skilled and subtle process than "selling," but almost always achievable.

Become a great listener. The best and fastest way to establish a positive relationship with your mentee is to encourage the mentee to talk, to draw him or her out, to ask questions in a way that does not require a "yes" or "no" response. A good listener does this well; a teller encourages silence or one-word answers. Never dominate a conversation or activity unless there is a good reason, for example, getting over the newness for the first few meetings.

Additional Suggestions for Mentors Regarding WBL Students:

- Match voluntary mentors and Work-Based Learning students. Better working relationships form when voluntary mentors are matched with WBL students rather than assigning mentors that are told they must be a mentor.
- Match by gender where possible.
- Notify WBL Coordinator immediately if problems arise.

MENTOR'S RESPONSIBILITIES

1. Grading/Assessing Student's Work

An Individualized Education 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 up to 40% of the student's final grade for the course and is completed by the mentor each grading period.

2. Monthly Time/Wage Sheets

Each WBL students is required to work a minimum of 10 hours during the school week (not including weekends) to receive one block out of school and receive one credit at the high school. If a student wishes to have 2 blocks out of school, the student is required to work 20 hours during the school week.

Monthly Time/Wage Sheets are submitted by the student to the mentor for verification and signature. A percentage of the student's grade for the course comes from turning in completed weekly production sheets. (See Sample Monthly Report in Appendices)

3. Employer Evaluation of Program and Student

Mentors will be asked to evaluate students throughout the year. Mentors should complete the evaluation forms and return to WBL Coordinator.

MENTOR ACKNOWLEDGEMENT OF RESPONSIBILITIES FORM

This Mentor Handbook has been created to help each WBL mentor gain the greatest possible benefit from the WBL experience. It is important that every mentor understands the contents of the WBL Mentor Handbook and be encouraged to follow the rules and guidelines set forth in the WBL Mentor Handbook. Please sign this Mentor Handbook form and return to the WBL Coordinator. Your signature acknowledges receipt of a copy of the WBL Mentor Handbook and indicates that you understand the responsibilities outlined in this Mentor Handbook.

Mentor Name (Please Print) _____

Mentor Signature _____ Date _____

Company _____

Phone number _____

Email _____

**EDUCATIONAL TRAINING AGREEMENT
GSCS WORK BASED-LEARNING**

lea.folds@gscs.org

Student Name:	Parent/Guardian Name:
Employing Company:	Company Address:
Supervisor's Name:	Work Phone:

THE STUDENT AGREES:

1. To be at least 16 years of age and to have a Social Security number.
2. To secure a work-permit if under 18 years of age and to file a copy with the school office, State Department of Labor, and the employer. Work permits can be obtained from the school system Central Office and must be documented with a birth certificate.
3. To assist the Work-Based Learning Coordinator in finding an appropriate employment position.
4. To provide transportation to and from work.
5. To attend school and work regularly and not go to work without first going to school, or go to school without going to work, unless previously discussed with the Work-Based Learning Coordinator. Failure to adhere to this part of the agreement may result in the student receiving appropriate academic and/or disciplinary action. If a student will be absent from school or work, the school Attendance Office should be notified as soon as possible.
6. To discuss all aspects of the employment with the Work-Based Learning Coordinator and the worksite supervisor – not with other students, coworkers, etc.
7. To represent the school and employer by demonstrating honesty, punctuality, courtesy, and a willingness to learn. If the student is dismissed from employment due to negligence or misconduct, proved by school investigation, the student will be dropped from the Work-Based Learning Program and not receive academic credit.
8. To work the minimum hours a week for the work release period(s).
9. To make employment changes only with the approval of the Work-Based Learning Coordinator and failure to complete the semester as a Work- Based Learning student will result in a failing grade.
10. To be evaluated by the Work-Based Learning Coordinator and the Work-Based Training Supervisor a minimum of once per grading period.
11. To be aware that the employment in the Work-Based Learning Program does not necessarily qualify a student to receive unemployment compensation.
12. To allow the release of student records regarding academic performance, attendance, and discipline for the purpose of employment and program follow-up.
13. To complete a Portfolio during the semester(s).
14. Turn in completed Monthly Production Reports by the 10th of each month to the WBL Coordinator or place in the WBL drop box in the Counselor's office.
15. To consider joining a Career Technical Student Organization – FFA, FCCLA, SkillsUSA, HOSA, FBLA, or TSA.
16. To attend the Employer Appreciation Luncheon if planned by WBL Coordinator.

THE PARENT/GUARDIAN OF THE STUDENT AGREES:

To encourage the student to carry out effectively his/her duties and responsibilities at both the school and place of employment.

1. To assume responsibility for the conduct and safety of the student from the time he/she leaves school until he/she reports to work; likewise, from the time he/she leaves his/her job until he/she arrives home.
2. To make inquiries concerning the student's training, wages, or working conditions through the Work Based-Learning Coordinator rather than directly to the employer.

3. To understand that the student must attend school and work regularly and not go to work without going to school, nor go to school without going to work unless previously approved by the Work-Based Coordinator.
4. To offer assistance to the Work-Based Learning Coordinator, serve as a resource person, and/or aid in other ways that could benefit the school and the student.
5. To allow the release of student records regarding academic performance, attendance, and discipline for the purpose of employment and program follow-up.

THE EMPLOYER/WORKSITE SUPERVISOR AGREES:

1. To provide a variety of work experiences for the student that contributes to the attainment of his/her career objective.
2. To employ the student for the necessary hours during the academic year.
3. To adhere to policies and practices which prohibit discrimination on the bases of race, color, national origin, sex, and handicap in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and pay.
4. To provide instructional materials and occupational guidance to the student.
5. To evaluate the student, in consultation with the Work-Based Learning Coordinator, a minimum of once per grading period.
6. To adhere to all federal and state regulations including child labor laws and minimum wage regulation. Students employed through the Work Based Learning Program are not eligible for unemployment compensation.
7. To adhere to income tax and social security withholding regulations.
8. To provide time for consultation with the Work-Based Learning Coordinator the student and to discuss with the Work-Based Learning Coordinator any difficulties that may arise.
9. To inform the Work-Based Learning Coordinator before any disciplinary action is taken in regard to the employment of the student.

THE WORK-BASED LEARNING COORDINATOR AGREES:

1. To assist in the academic and occupational instruction of the student.
2. To conduct supervisory visits to the student's place of employment.
3. To render assistance with educational and training problems of the student.
4. To assist the work-based training supervisor in an evaluation of the student's performance a minimum of once per grading period.
5. To maintain records pertinent to the student, the employer, and the school.

I have read the above agreement and will carry out the responsibilities delegated to the best of my ability.

Student Signature

Date

Parent/Guardian Signature

Date

Employer Signature

Date

Work-Based Learning Coordinator Signature

Date

**EDUCATIONAL TRAINING PLAN
GSCS WORK BASED LEARNING
lea.folds@gscs.org**

Student Name:	Program Area:
Job Title:	Type of WBL Placement:
Employing Company Name:	Address:
Supervisor/Mentor:	Phone:
Coursework Completed Related to Placement:	

Job duties/tasks to be performed:
(Employer will evaluate student based on this list.)

1
2
3
4
5

List any potential health/safety conditions related to this specific work assignment. (Indicate NONE if no such conditions have been identified.)

--

Special requirements expected of the student.

--

Student Signature

Date

Parent/Guardian Signature

Date

Employer Signature

Date

Work-Based Learning Coordinator Signature

Date

Additional Comments:

SAFETY TRAINING AGREEMENT
GSCS WORK BASED LEARNING
lea.folds@gscs.org

_____, a student in the Work Based Learning Program at Griffin High School or Spalding High School and an employee at _____ has completed the necessary safety training for the current position of employment. The employer certifies that the proper procedures related to the job requirements have been shown to the student and that in the case of an emergency; the student has been given instructions on what to do to resolve the situation. The student understands that failure to comply with these safety procedures may result in personal injury or in injury to others. The student agrees to follow all the safety rules and regulations of the current employer.

Student Signature

Date

Employer Signature

Date

Work Based Learning Coordinator Signature

Date

SAMPLE - MONTHLY WORK/WAGE REPORT
 (Paycheck stubs may also be used for documentation)
 GSCS WORK-BASED LEARNING

Workplace _____

Student Name: _____	Supervisor Name: _____
Signature: _____	Supervisor Signature: _____

	M	T	W	Th	F	Sa	Su	Total Hours	Hourly Wage	Regular Pay Before Taxes are Deducted
Nov. 30 – Dec. 6										
Dec. 7 – Dec. 13										
Dec. 14 – Dec. 20										
Dec. 21 – Dec. 27										
Dec. 28 – Jan. 3										

**** Please list your scheduled hours – and simply multiply by your hourly rate by the numbers of hours worked – you do not have to have received your paycheck to show the amount of money you will earn for working those days.****

COMMENTS:

**SAMPLE WORK-BASED LEARNING
STUDENT PROGRESS REPORT
EVALUATION FORM FOR GENERAL EMPLOYMENT TRAITS**

GRIFFIN-SPALDING COUNTY SCHOOLS 2016-2017

Student:	School:
Employer:	Date:

Directions: Please evaluate the student/employee as fairly as possible and as compared with workers with the same experience. Place an ✓ in the column for each statement that most accurately reflects the student's performance in that category.

CATEGORY	EXCEEDS EXPECTATION S (4)	MEETS EXPECTATION S (3)	NEEDS IMPROVEMENT (2)	UNSATIS- FACTORY (1)
Produces quality work				
Reports to work promptly when scheduled				
Uses time wisely				
Demonstrates honesty and integrity				
Demonstrates responsible behavior				
Cooperates with others				
Responds to feedback constructively				
Uses/maintains materials and equipment appropriately				
Follows company policies				
Maintains appropriate personal appearance				

Comments:

Supervisor/Mentor Signature: _____

Work-Based Learning Coordinator Signature: _____

Student Signature _____

Total Points: _____

Discussion Date with student _____



**High School Work Based Learning Internship
Letter of Interest**

(Please check all dates that apply)

Summer 2016 _____ Fall 2016 _____ Spring 2017 _____

This document establishes the intent of an organization to sponsor one or more Griffin–Spalding County School System high school students so that staff, may initiate the student recruiting /internship matching process based on the internship job description provided by the sponsor.

The Business/Industry Sponsor:

1. Is interested in hosting ____ student(s) in the Work Based Learning internship program.
2. Understands that he or she is to provide an internship job description for each student position.
3. Understands that the student may be paid or placed in an unpaid internship, however, unpaid are not as easily filled.
4. Understands the student must work a minimum of 10 hours during the school week. (The student may also work weekends, but those hours do not count in the 10 hour minimum.) Students may work during the school day (schedule permitting) or after school to earn their 10 hour minimum.
5. Understands that his or her business is to designate staff to serve as a Mentor to each student during the term of the internship.
6. Understands that the purpose of this program is to provide a ‘real world’ experience in a student’s area of interest and education, as well as refine employability skills needed in the workplace.

Upon signature of this Letter of Interest, the position will be shared with eligible students. Applications will be forwarded to the business/industry for review, and the business/industry may follow up with any candidates they choose.

Business Name _____
Sponsor’s or Mentor’s Name _____ **Title** _____
Mailing Address _____
Office Phone _____ **Cell Number** _____
Fax Number _____ **E-mail Address** _____

Return to:

Dr. Lea Folds, Work-Based Learning Coordinator
 Griffin-Spalding County Schools, E-mail: lea.folds@gscs.org