

# Career and Academic Connections

A Division of  OKLAHOMA  
CareerTech

## GUIDE FOR Mentoring

# WORK-BASED LEARNING TOOLKIT

*This Guide is  
Recommended  
for Grades:*





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# OVERVIEW

## for Mentoring

### Definition

Mentoring is one component of work-based learning. Is a career Awareness and exploration activity in which the student is matched one-to-one with an adult professional in a chosen field of interest to explore a career and related issues. The career mentor serves as a resource for the student by sharing insights and providing guidance about the workplace, careers and education. This mentoring can take place in conjunction with an activity that a club or student organization is sponsoring. It may also take place within a class where the student may be working on a capstone project.

### Rationale

Mentoring provides an avenue for developing voluntary partnerships between employers and schools. Mentoring also gives the mentor an opportunity to have a positive influence on the development of a young person. Above all, a mentoring experience provides young people with someone to look to for support and guidance while facing the challenges of growing into adulthood.

### Student Benefits

- It offers career awareness and exploration opportunities firsthand about a chosen profession.
- It immerses the student in the higher order thought process of the profession and helps students see the importance of developing good work ethics and having positive self-esteem.
- It forms a partnership among students, schools and volunteers from business and industry.
- It requires a strong commitment from both parties to listen, share, respect and trust the other party's concerns and comments.
- It is an opportunity for students to develop leadership skills.

### Mentoring Benefits

- It forms a partnership among students, schools and volunteers from business and industry.
- It requires a strong commitment from both parties to listen, share, respect and trust the other party's concerns and comments.
- It is a chance to show students how to develop leadership skills
- It is an opportunity for individuals to have a positive influence on the youth of today.



# WORKPLACE PARTNERS CHECKLIST

for Mentoring

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful mentorship.

## ***Before the Mentoring***

- Register on **Connect 2 Business** to promote all work-based learning opportunities at your workplace. <https://okcg-c2b.kuder.com/>
- Let the teacher know the identity of the main contact, emergency phone numbers and email at the workplace and the best place for parking and building entry procedure.
- Consider a live or virtual tour for mentee(s) to explore all careers of the industry.
- Determine a structure, time and location that will work best for mentoring.
- Consider how employees with different levels of responsibility might mentor students.

## ***During the Mentoring***

- Make sure mentors are aware of any time constraints if they are mentoring at school locations.

## ***After the Mentoring***

- Complete and return the **Mentor Evaluation**.



# STUDENT CHECKLIST

## for Mentoring

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful mentorship.

### ***Before the Mentoring***

- Research a company or organization that could do mentoring.
- Assess how an industry mentor can support your ICAP goals and or project completion.
- Discuss with teacher when the mentoring will best support curriculum/project outcomes.
- Get the **Student Application for Mentoring** form signed.
- Turn in signed **Student Application for Mentoring** form.
- Develop questions about the curriculum, project or competition to discuss how industrial experience can improve what you are doing or how it applies to real life.
- Make sure you know when and where the mentoring will take place. If it is off campus make sure to arrange transportation, adult sponsor and any other industry workplace standards.
- Attend the training and orientation session.

### ***During the Mentoring***

- Arrive early for mentoring session.
- If mentoring involves a team make sure all have arrived along with the instructor.
- Use your prearranged questions and any manipulatives that you have and on which you are seeking expert advice. Take notes to document experience.
- Listen carefully as other students are asking questions so as not to repeat them.

### ***After the Mentoring***

- Use your notes for individual and group reflection exercises.
- Participate in classroom activities that will help you apply what you learned from the mentoring experience.
- Write thank-you note to the mentor. Electronic methods are acceptable.
- Complete a **Student Mentoring Evaluation**.



# TEACHER CHECKLIST

## for Mentoring

Use this checklist as a quick reference to ensure you have completed all the steps defined in this guide.

### ***Before the Mentoring***

- Establish goals for the mentoring program, deciding which curricula/programs can benefit most.
- Establish procedures to be followed for the mentoring sessions.
- Select appropriate businesses that support the curriculum and students ICAPs.
- Confirm logistics, if at worksite make student aware of workplace standards.
- Collect signed **Student Applications for Mentoring** forms.
- Inform mentors about expectations for the mentoring session.
- Prepare students to maximize their learning during the mentoring session. Help them prepare questions to ask and find information they want to know that will help them with curriculum, projects or competitions.

### ***During the Mentoring***

- Make sure student(s) have the questions they prepared to ask and response paper.
- Make sure classroom is ready for the mentor to work with student(s).
- Facilitate meeting between the mentor and student(s).
- Watch the time to keep student(s) and mentor on track and making good use of time.

### ***After the Mentoring***

- Provide individual and group reflection exercises.
- Help student(s) make the connection between academics and the workplace.
- Have student(s) write thank-you notes to mentor. Support students in determining the next step in learning about careers and their ICAPs.
- Use employer and student feedback to make continuous improvement.
- This experience along with the documentation could be used to document ICAP Work-Based Learning activities. Make sure to forward documentation to the ICAP coordinator.



# BEFORE

## Mentoring

### Steps for Implementing a Mentoring Program

1. Discuss and identify the opportunities of the mentoring program.
2. Discuss and identify where and when the mentoring will take place (e.g., school/off campus).
3. Develop application materials for interested students and mentors.
4. Develop selection criteria for both students and mentors.
5. Develop an evaluation form to monitor success of the program.
6. Recruit students (in collaboration with their parents) and mentors to participate in the program.
7. Select the teacher(s)/other personnel who will be working with the mentoring program in the school system.
8. Select the individuals (students and mentors) who will be participating in the mentoring program.
9. Match the students with compatible mentors based on career interests.
10. Conduct a training and orientation session for mentors, students and school staff involved in the mentoring program.
  - a. **School Staff:** In these sessions, review the following:
    - i. Goals of the program.
    - ii. Procedures to be followed for the mentoring sessions based on site-based policies.
    - iii. Evaluation procedure.
    - iv. Expectations for staff members.
    - v. Safety procedures.
  - b. **Mentors:** In these sessions, review the following:
    - i. Goals of the program.
    - ii. Procedures to be followed for mentoring sessions.
    - iii. Basic information about the school and the school routine such as beginning and ending time, days off and school sign in and out policy.
    - iv. Evaluation procedure.
    - v. Expectations for mentors involved in the program.
    - vi. Information on school resources, cultural sensitivity, profile of students, liability, safety, etc.
  - c. **Students:** In these sessions, review the following:
    - i. Expectations.
    - ii. Proper dress.
    - iii. Careers relating to mentoring experience.
    - iv. Basic safety practices/procedures.
    - v. Evaluation procedures.
    - vi. Transportation for off-campus sessions.



# BEFORE *(continued)*

## Mentoring

11. Facilitate meetings between the mentors and students.
12. Evaluate the mentoring program to continually improve the program outcomes. (Students, teachers and mentors each complete an evaluation).
13. Organize an appreciation meeting for mentors.

### **Professional Staff Criteria**

School and mentor staff should meet the following criteria:

- Be successful in work life.
- Have a positive outlook on life.
- Work well with others.
- Be responsible, trustworthy.
- Be patient.
- Enjoy teaching others how to succeed.
- Lack a criminal record.
- Be interested in identifying potential mentors for student's tour.

### **Tools**

- Student Application For Mentoring
- Mentor Questionnaire
- Teacher Evaluation for Mentoring
- Student Mentoring Evaluation
- Mentor Evaluation





# DURING

## Mentoring

### **WBL Coordinator**

The coordinator should be involved in structuring the following activities:

- Communicate with members.
- Track student hours.
- Evaluate student progress.
- Conduct progress conferences.

### **Student**

The students should be involved in the following activities:

- Participate in progress conferences.
- Reflect on the connection between what has been learned at school and at the workplace.
- Comply with all workplace rules and exercise workplace readiness skills.
- Record observations of the career and workplace.
- Document WBL hours.

### **Employer/Mentor**

The employer / mentor should be involved in the following activities:

- Coordinate and communicate with WBL coordinator.
- Evaluate student-mentee progress.
- Participate in progress conferences.



# AFTER

## Mentoring

### **WBL Coordinator**

- Collect documentation and submit reports as required.

### **Student**

- Complete feedback and reflection assignments.

### **Employer/Mentor**

- Complete feedback and evaluation forms.



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## **Personalization of Tools Instructions**

The Tools are designed so that your school or organization can insert your logo and contact information into the header and footer. The Tools themselves are fillable form that can be extracted from the document to be uploaded to other sources to be filled out by students and workplace partners.



# TOOLS

## Workplace Partner Checklist for Mentoring

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful mentorship.

### Before the Mentoring

- Register on **Connect 2 Business** to promote all work-based learning opportunities at your workplace. <https://okcg-c2b.kuder.com/>
- Let the teacher know the identity of the main contact, emergency phone numbers and email at the workplace and the best place for parking and building entry procedure.
- Consider a live or virtual tour for mentee(s) to understand all careers of the industry.
- Determine a structure, time and location that will work best for mentoring.
- Consider how employees with different levels of responsibility might mentor students.

### During the Mentoring

- Make sure mentors are aware of any time constraints if they are mentoring at school locations.

### After the Mentoring

- Complete and return the **Mentor Evaluation**.



# TOOLS

## Student Checklist for Mentoring

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful mentorship.

### Before the Mentoring

- Research a company or organization that could do mentoring.
- Assess how an industry mentor can support your ICAP goals and or project completion.
- Discuss with teacher when the mentoring will best support curriculum/project outcomes.
- Get the **Student Application for Mentoring** form signed.
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- Develop questions about the curriculum, project or competition to discuss how industrial experience can improve what you are doing or how it applies to real life.
- Make sure you know when and where the mentoring will take place. If it is off campus make sure to arrange transportation, adult sponsor and any other industry workplace standards.
- Attend the training and orientation session.

### During the Mentoring

- Arrive early for mentoring session.
- If mentoring involves a team make sure all have arrived along with the instructor.
- Use your prearranged questions and any manipulatives that you have and on which you are seeking expert advice. Take notes to document experience.
- Listen carefully as other students are asking questions so as not to repeat them.

### After the Mentoring

- Use your notes for individual and group reflection exercises.
- Participate in classroom activities that will help you apply what you learned from the mentoring experience.
- Write thank-you note to the mentor. Electronic methods are acceptable.
- Complete a **Student Mentoring Evaluation**.



# TOOLS

## Teacher Checklist for Mentoring

Use this checklist as a quick reference to ensure you have completed all the steps defined in this guide.

### Before the Mentoring

- Establish goals for the mentoring program, deciding which curricula/programs can benefit most.
- Establish procedures to be followed for the mentoring sessions.
- Select appropriate businesses that support the curriculum and students ICAPs.
- Confirm logistics, if at worksite make student aware of workplace standards.
- Collect signed **Student Applications for Mentoring** forms.
- Inform mentors about expectations for the mentoring session.
- Prepare students to maximize their learning during the mentoring session. Help them prepare questions to ask and find information they want to know that will help them with curriculum, projects or competitions.

### During the Mentoring

- Make sure student(s) have the questions they prepared to ask and response paper.
- Make sure classroom is ready for the mentor to work with student(s).
- Facilitate meeting between the mentor and student(s).
- Watch the time to keep student(s) and mentor on track and making good use of time.

### After the Mentoring

- Provide individual and group reflection exercises.
- Help student(s) make the connection between academics and the workplace.
- Have student(s) write thank-you notes to mentor. Support students in determining the next step in learning about careers and their ICAPs.
- Use employer and student feedback to make continuous improvement.
- This experience along with the documentation could be used to document ICAP Work-Based Learning activities. Make sure to forward documentation to the ICAP coordinator.



# TOOLS

## Mentorship Employer Participation Form

Mentorships allow students to gain a better understanding of industries, workplaces, and careers. Mentorships help students learn about career opportunities and make better-informed decisions about the education and training required to attain their career goals. Mentorships are aligned with the duration of a related course or project based learning activity. (duration of mentorship not to exceed course)

WBL Coordinator:	Due Date:
WBL Coordinator Email:	WBL Coordinator Phone:

Once this form has been submitted, the WBL coordinator will confirm receipt, send you more information about the mentorship program, student candidates, and work with you to plan an outside mentorship experience.

Company/Organization:	
Industry/Business Type:	
Address:	Number of Mentorships Available:
Location to which student(s) should report (if meeting off school site):	
Dress Code (if meeting off school - Be specific):	
Department(s) where student(s) will be working (if meeting off school site):	
Safety precautions, security procedures, or equipment required or forbidden for participation:	
Main Contact Name:	
Phone:	Email:
Signature:	

For more information or questions, please contact the WBL coordinator listed above



# TOOLS

## Student Application for Mentoring

Students interested in participating in a mentoring relationship need to complete the following items in order to be considered for the opportunity.

**Name:** \_\_\_\_\_ **Grade/Class:** \_\_\_\_\_

**Homeroom Teacher/Adviser:** \_\_\_\_\_

**ICAP Career Clusters or Pathways:** \_\_\_\_\_

**Please list specific career interests in order of preference.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

If you already have a specific employer with whom you would like to become more familiar, please list that employer. Attempts will be made to make those arrangements; however, circumstances may arise that could make the match unlikely.

### Student Agreement

1. I agree to make up any school work that I miss while participating in a mentoring session.
2. I agree to act in an appropriate manner while participating in a mentoring session.
3. I agree to become knowledgeable about my career interest prior to participating in a mentoring session.
4. I agree to share my mentoring experience with teacher or class.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Parent/Guardian Permission:** I give my child, \_\_\_\_\_, permission to participate in a mentoring session set up by the school authorities.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_





# TOOLS

## Mentor Questionnaire

Parties interested in serving as mentors during this school year should complete the following items to assist in the selection and matching process.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Company: \_\_\_\_\_

Company Address: \_\_\_\_\_

Work Telephone: (     ) \_\_\_\_\_ **EmergencyPhone:** (     ) \_\_\_\_\_

**Email:** \_\_\_\_\_

Discuss briefly your specific job duties. \_\_\_\_\_

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Discuss briefly your interest in becoming a mentor. \_\_\_\_\_

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Describe when and how you envision your mentoring relationship to take place. \_\_\_\_\_

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Please list your immediate supervisor's name, email and telephone number. \_\_\_\_\_

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I, \_\_\_\_\_, agree as a mentor to participate in an orientation and training session. Additionally, I agree to attend all scheduled mentoring sessions, to notify school staff of any problems and to be the best possible mentor that I can be to my assigned student. I also agree to a background check as required by the agency once I have been chosen as a mentor.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# TOOLS

## Mentorship Time Log

Mentorship Time Log	
Name of Student:	_____
Name of Host Employer:	_____
Name of Mentor and Job Title:	_____
Course:	_____ Instructor: _____

Date	Start Time	End Time	Activity Summary



# TOOLS

## Teacher Evaluation for Mentoring

Teacher: \_\_\_\_\_

Class/Grade: \_\_\_\_\_

Do you believe that the mentoring experiences were valuable learning opportunity for your students?  Yes  No

Give examples of positive experiences. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did the students share their experiences with other students about the mentor after the class, project or competition? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Were there any special problems with the mentoring program that need to be addressed on a schoolwide level? If yes, please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are you interested in having future students participate in other mentoring experiences?  Yes  No



# TOOLS

## Student Mentoring Evaluation

Name: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

Mentor: \_\_\_\_\_

Mentor's Place of Employment: \_\_\_\_\_

Date: \_\_\_\_\_

Describe some of the mentoring provided during the various visits. \_\_\_\_\_

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Has your mentor assisted you in focusing on a career goal, work ethics, etc.?  Yes  No

If yes, describe how. \_\_\_\_\_

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Mentoring sessions were scheduled at  School site  Worksite  Both school site and worksite

Type of help provided through mentoring:

- |  |  |
|--|--|
| <input type="checkbox"/> Employee expectations                         | <input type="checkbox"/> Interpersonal skills needed for success |
| <input type="checkbox"/> Employer expectations                         | <input type="checkbox"/> Trends in the job market                |
| <input type="checkbox"/> Basic academic skills needed in career choice | <input type="checkbox"/> Education needed beyond high school     |
| <input type="checkbox"/> Technical skills needed in chosen career      | <input type="checkbox"/> Other: _____                            |

Are you interested in continuing your mentor relationship?  Yes  No Please explain. \_\_\_\_\_

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List some of the important things that you have learned about yourself and your chosen career during this mentoring experience. \_\_\_\_\_

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# TOOLS

## Mentor Evaluation

Mentor's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Company Address: \_\_\_\_\_

Telephone: (        ) \_\_\_\_\_ Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

School: \_\_\_\_\_ **Email:** \_\_\_\_\_

Has the mentoring experience been beneficial to you and the student assigned to you?  Yes  No

Explain how. \_\_\_\_\_

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Do you feel that the student assigned to you has made the most of the opportunities provided by the mentoring experience?  Yes  No

List types of mentoring activities provided during the various sessions. \_\_\_\_\_

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List any suggestions you have to make the mentoring program more successful. \_\_\_\_\_

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Are you willing to continue with the mentoring program?  Yes  No

***Your participation in the mentoring program  
is crucial to the program's success and is greatly appreciated.***

***Thanks for your help!***