

JOB DESCRIPTION: MENTORS

Primary Responsibility

1. Commit to journey with a **Elevate Work** student for a 9 to 26 week period to provide friendship, support, guidance, assistance and a sense of community that will help the student complete the course and overcome employment barriers
2. Track and report student progress through the post **Elevate Work** follow-up period.

Reports And Works Closely With: Mentor Coordinator, Class Instructor and Elevate Work Director

Duties and Responsibilities

- Regularly attend **Elevate Work** Training Classes
- Work one-on-one with your student to assist with class and homework assignments, as needed, to meet **Elevate Work** Graduation Requirements (such as resume preparation, road map development, interview preparation)
- Maintain and report regular contacts with students during/post **Elevate Work** training to encourage and support graduates

Requirements

- Attend the Mentor Orientation
- Connect weekly with the student(s) throughout the **Elevate Work** training course
- Submit a weekly student update that tracks student progress to meet the **Elevate Work** graduation requirements
- Immediately notify the Mentor Coordinator of any changes to the mentor/student relationship
- When possible, contact your **Elevate Work** graduate for post **Elevate Work** training updates at a 3/6 month interval and submit quarterly post-training updates to the **Elevate Work** Director

Planning

- Develop a student follow-up schedule that provides consistent support and builds a meaningful relationship based on respect and trust

Commitment Required

- Estimated time per week: 5 to 6 hours

Skills/Temperament

- Good Listener
- Demonstrates Perseverance
- Dedicated
- Patient, Well Balanced
- Tolerant
- Flexible With Boundaries
- Good Discernment
- Dependable
- Personable
- Trustworthy
- Compassionate
- Models Integrity
- Sensitive To Problems/Needs Of The Poor
- Emotionally And Spiritually Mature

WHAT IS THE ROLE OF A MENTOR?

1. MOST IMPORTANT

Your primary responsibility is to provide support, encouragement and guidance for your student on a regular basis. We also encourage truth with grace: honesty is required, but we like it delivered with a healthy dose of love and mercy, that does not have to be earned by the recipient.

As a mentor you will be the main person to demonstrate tough love when needed. It is vitally important that our students understand God's love for them, their own tremendous worth in His eyes and our commitment to them. Mentors usually have the most opportunities to communicate this truth.

2. GET AQUAINTED

Build your mentor-student relationship on what you have in common. Find hobbies, sports and other points of connection. Spend some time just getting to know them informally by arriving prior to class for fellowship and personal conversations.

3. TIME COMMITMENT

Mentors meet regularly with their students, at least twice per week for classes and more often if needed either at home, work or by phone. Consistent quality connection helps build a bond of trust so your student can feel comfortable sharing his or her struggles. It's common for a mentor to help their student identify their goals, dreams and priorities as well as the roadblocks they face. Together you and your student will find ways for you to help them be more successful.

4. ATTENDANCE

[Elevate Work](#) experience shows that when mentors attend classes, their students get more out of the instruction and are far more likely to graduate. It's important for mentors to commit to attending classes regularly. If you have to miss a scheduled class, please notify the Director or Mentor Coordinator in advance, so they can recruit a mentor to fill in for you.

5. EVALUATION

Mentors determine if his or her student is comprehending and applying the materials taught in the course. You'll monitor his or her progress throughout the coursework. They need to attend each class or a make-up session and complete all assignments. You will help ensure that he/she is learning the material and improving their workplace skills throughout the curriculum.

Mentors work with the [Elevate Work](#) Director, Class Instructor and Mentor Coordinators to prepare a final, written evaluation of the student at the end of the training. You will determine if the student has satisfactorily completed all the course requirements and developed a basic understand of the materials.

6. SET A GREAT EXAMPLE

People learn best when surrounded by examples of great behavior. As a mentor, you will be their best model of what is expected in class and in the workplace. Just like good managers, a good mentor asks, "how can I help you?" rather than "what should I teach you?"

Great mentors are great listeners when students confront various obstacles to success and need help developing their options and making the best decision.

7. ACCOUNTABILITY

Empathy is important, but ultimately students need to take responsibility for their life choices. We encourage mentors to be kind and caring, but not to allow their student to skip class, miss assignments, be irresponsible or make excuses. Making and fulfilling commitments is a necessary skill for this class, on the job and in life. (See item #1 above regarding tough love.)

8. APPROPRIATE SUPPORT

Not all [Elevate Work](#) students are without family support, an education or job skills. Be sensitive to their unique journey, but unfortunate or painful events of the past are not an excuse for bad behavior today and should not shape their future. Do NOT give or loan your student money, but rather direct them to appropriate resources or services, such as [Elevate Connections](#), if the need is severe. Confidentially discuss the situation with the Mentor Coordinator as needed.

9. AFTER GRADUATION

Mentors are strongly encouraged to continue to meet with the student after graduation to help ensure that he/she finds employment and is firmly established in the workplace. The support of a mentor is crucial at this point, and often is the difference between success or failure for the student. You are also asked to provide the [Elevate Work](#) Director with updates on your graduate.

COMMON MENTOR QUESTIONS

1. Is there a preset program the mentor needs to teach the student?

None exist. Learning is based on the student's agenda, priorities, questions, and needs.

2. Do mentors need to be perfect?

Students do not expect mentors to be perfect. However, a student will gain the most from the individual who:

- Respects them as a person of value
- Is able to meet them where they are
- Is willing to believe in them and help them believe in themselves
- Challenges them to stretch their imagination and way of thinking
- Holds them accountable with grace
- Consistently walks their talk
- Is committed and dependable
- Is willing to admit mistakes
- Is affirming and forgiving

Faith Mentoring is a lifelong relationship between two people, in which one person helps another person reach higher God-given potential.

3. Should mentors have all the answers?

No, their role is to try to point the student to the answer – the mentor serves as a resource finder to which the student is connected.

4. How old does a mentor need to be?

Age should not be a factor in whether someone will be an effective mentor. Levels of experience, wisdom, and respect should be the factors that determine the effectiveness of a mentor.

THE PROBLEM SOLVING PROCESS

Assist students in becoming effective problem-solvers. This is one of the most important roles of a mentor. This is a learned skill, not one that necessarily comes naturally. Work through each of the following steps with your student to identify

possible solutions and action steps:

- Listen to the stated problem. Mentors should practice “active listening,” that is reflecting back to others what you understand them to be saying. It means communicating to the speaker that you are “tracking” with him/her.
- Define the problem and identify possible causes. Having a clear, well-defined understanding of the problem aids in finding solutions. Problems can relate to lack of resources (money, job), lack of skills, lack of information, lack of support, or lack of motivation.
- Establish written goals. Goal statements should be clear, specific and objective. Help students identify “SMART” goals that are: Specifically related to the problem, Measurable, not vague, Attainable, rather than unrealistic, Results oriented, rather than process oriented, and Time-limited, rather than endless.
- Together plan a solution:

Generate alternatives

Ask the student how he/she thinks the goal can be reached. Ask what he/she has already tried, what friends/family have suggested, what he/she thinks would be helpful for achieving the goal. Help the student work through the thought process.

Evaluate the alternatives

Think out loud together about the pros and cons of each suggestion.

Develop a plan

Detailed, step-by-step plan for tackling the problems the student has defined that identifies for each action item and its completion date. A good plan is crafted with much participation by the student so that it becomes his/her plan rather than something that is imposed on him/her by the mentor.

Implement and evaluate

Ask the student for progress updates and hold him/her accountable for implementing different action items according to the time frame defined in their action plans.