

**ALLIANCE FOR BUSINESS AND EDUCATION LEADERSHIP
(A.B.E.L.)**

STUDENT MENTORING PROGRAM

MENTORING HANDBOOK

Dear Participant:

Thank you for your interest in our Student Mentoring Program. As a participant you will have an exciting opportunity to provide a positive workplace experience for an Indiana County student. Everyone associated with the Alliance for Business and Education Leadership (A.B.E.L.) will do everything possible to make this a mutually rewarding experience for all parties involved.

The goal of the Student Mentoring Program is to prepare student participants with the skills, abilities and knowledge necessary to make good career choices and find new and innovative ways to lead young people to productive careers. Providing students with workplace experiences is a vital link between education and the world of work.

This handbook is designed to provide you, as a Mentor with information on what to expect including tips on how to plan, prepare and carry out your responsibilities in this mentoring program. If you have questions or problems, please feel free to contact us or another A.B.E.L. member.

Sincerely,

Mary E. Yarnal
Education Co-Chairperson
Adult Education Coordinator
Indiana County Technology Center

D. Kathleen Greenwell
Business Co-Chairperson
Senior Vice President of Employee Services
S&T Bank

ALLIANCE FOR BUSINESS AND EDUCATION LEADERSHIP (A.B.E.L.)

STUDENT MENTORING PROGRAM

MENTORING PROCESS INTRODUCTION

The purpose of our Student Mentoring Program is to create a structure that will initiate and cultivate a long-term relationship with Mentees through the establishment of an Alliance for Business and Education Leadership mentorship. Interested A.B.E.L. members and other professionals in the community will be matched with Mentees according to the following “Career Cluster” categories.

Opportunities are centered around the Financial Services cluster of occupations. These areas are considered high demand occupations according to the Department of Labor and Industry.

- Accounting
- Public Relations
- Marketing
- Insurance
- Real Estate

By coordinating our Mentors with our Mentees according to these occupational categories we believe we have maximized the potential of providing worthwhile experiences to students thus assuring a positive work-based learning opportunity for all participants.

“Our goal is to...
provide an interactive environment
linking business and education
to promote career awareness and
life-long learning.”

ALLIANCE FOR BUSINESS AND EDUCATION LEADERSHIP (A.B.E.L.)

STUDENT MENTORING PROGRAM

WHAT IS A MENTOR?

The Mentor is a skilled worker responsible for the Mentee in the workplace. The Mentor's role is to guide the Mentee not only in the skills he/she needs to perform at 100 percent in his/her chosen field, but to help the Mentee understand the dynamics and rules, written and unwritten, of the workplace. Being a Mentor gives a Mentee a new opportunity to rise to a challenge and to demonstrate their ability. The Mentor also gets the satisfaction of passing on to a younger person the skills and knowledge developed over many years in a career.

A Mentor acts as a coach, teacher, role model, counselor and sponsor who takes ongoing interest in fostering and supporting the development of a career of a less experienced person. The Mentor becomes a trusted advisor passing on valuable wisdom and knowledge to guide the individual he/she is mentoring.

A mentoring relationship should serve two purposes:

1. Provides support and/or encouragement. This could be helping Mentees to make difficult choices easier, offering relevant preparation or helping them with career objectives or personal life by giving them encouragement.
2. Helps Mentees develop trouble-shooting and/or problem solving skills. This might be for specific job issues about which the Mentor educates or informs the Mentees, making Mentees aware of what is expected of them. Mentees rely on the experience of the Mentor for answers to questions they may have about experiences that they have never before faced. A Mentor can be most powerful and effective in helping Mentees in their career exploration experience.

“One-on-one communication is essential”. The support, advice and encouragement a Mentee receives from their Mentor is invaluable. Mentees have reported that what they learned were life-long problem-solving skills, including interpersonal skills rather than just technical information. Advice from the Mentors was described as guidance that was helpful but not overbearing.

“People skills,” as one respondent termed it, were also affected by participation. Having hands-on experience provided participants with invaluable lessons regarding unspoken rules of office etiquette, interpersonal communication and professional environments. This knowledge seems to be related to the increased confidence students reported following participation. Other skills that were mentioned include efficiency, friendliness, intelligence, ability to work on deadline, ability to organize and investigate, conducting informal interviews, risk-taking and the ability to maintain until the task or problem is solved or completed.

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STUDENT MENTORING PROGRAM

MENTOR RESPONSIBILITIES

Committee has defined the Mentor responsibilities as the following:

Work through the School-site Facilitator (SSF) or designated A.B.E.L. member to coordinate all interactions with the Mentee. When corresponding with Mentees directly, always provide a duplicate copy of the correspondence to the SSF or designated A.B.E.L. member.

Encourage the completion of quarterly memos by the Mentee outlining topics such as their interest in the career area, details learned about the business, core competencies necessary for position and matching of individual characteristics to the field considered, etc.

Complete four interactions with the Mentees during the program year to provide guidance and support as the student considers their career pathway. These interactions may be by telephone, face-to-face contacts or electronic mail. The student should attempt to schedule two “job shadowing” experiences as part of the four suggested interactions.

It is suggested that the Mentor attend a recognition event that will be coordinated through the Leadership Board of the Alliance for Business and Education Leadership.

Sign-off on the Mentor/Facilitator/Mentee/Parent Agreement (MFMPA) Form.



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MENTOR'S FREQUENTLY ASKED QUESTIONS

What can I expect the Mentee to do?

- Fulfill the responsibilities and tasks assigned while learning about the workplace and gaining important job skills.
- Listens to constructive feedback and learn from successes and challenges.
- Succeed in the program through a combination of appropriate job tasks, support and flexibility.

What should I do with the Mentee on his/her visit?

- Orient the Mentee to your department and to the employees with whom he/she will be interacting with. Describe the main purpose of the company or department. Explain what each person does.
- Cover the basics of the workplace and discuss the “expectations.” Develop a schedule. Spell out the dress code. Communicate relevant workplace policies and procedures. Tell the Mentee how to communicate with their Mentor on important items such as attendance and/or tardiness.
- Go over what the Mentee can expect for the day or the time period.

What is he/she expected to learn?

- Establish a good working relationship with the Mentee. Establish a schedule. Establish learning objectives.

What are your responsibilities in supervising a Mentee?

- Plan to spend time with the Mentee. Have resources available to help him/her complete the tasks involved in the program (the *amount* of time will depend of the Mentee's needs.)

What if I have trouble communicating with or relating to the Mentee?

- It is important to have realistic expectations about your ability to “relate” to the Mentee. Your role is not to be his/her best friend, but to provide guidance and advice about the world of work within the scope of your position.
- Communicate with the Mentee a minimum of four times per school year. He/she needs to hear from you if you have a concern. Positive reinforcement is also very valuable.

How much experience will the Mentee have?

- It will vary depending on the individual and their past work experience. Some Mentee’s will come with no experience at all. For some Mentees, it will be their second year in the program and higher level experiences or different opportunities to learn may be appropriate.

What if the Mentee wants to quit?

- We want every Mentee to be successful! If there is a problem or if the Mentee wants to end their experience, contact the SSF immediately.

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ORIENTATION COACHING AND EVALUATION

In addition to academic knowledge and skills, students need to be punctual, diligent, responsible and receptive to supervision. Mentors have an opportunity to help students understand that developing these behaviors can improve their future success on the job. Situations that require coaching:

1. **PERFORMING BEYOND EXPECTATIONS.**
Good performance should be commended.
2. **COULD DO BETTER – HAS GREATER POTENTIAL.**
Specific feedback on how performance could be improved
3. **NOT MEETING STANDARDS THAT HAVE BEEN ESTABLISHED.**
Immediate review of standards and guidance on how to meet them.
4. **CARELESS OR NEGLIGENT.**
Immediate feedback on consequences of actions. Reach agreement on need to improve.
5. **HARD TO GET ALONG WITH.**
Training and feedback on the importance of working as a member of a team.
6. **POOR APPEARANCE, MOODY, ETC.**
Training and feedback on standards of conduct. Teach consensus on need to improve.



MENTOR INTEREST SURVEY

My Organization, _____,
is willing to participate in A.B.E.L.'s Student Mentoring
Program.

*OUR ORGANIZATION COULD MENTOR A STUDENT
IN THE FOLLOWING AREA/S:
(PLEASE CHECK ALL THAT APPLY)*

- Accounting Marketing
- Public Relations Insurance
- Real Estate Other

Submitted By: _____
 Supervisor: _____
 Title/Branch/Office: _____
 Telephone/E-mail: _____

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ALLIANCE FOR BUSINESS AND EDUCATION LEADERSHIP (A.B.E.L.)

STUDENT MENTORING PROGRAM

MENTORING PROCESS GUIDELINES

Goal: The goal of the Student Mentoring Program is to provide an interactive environment linking business and education to promote career awareness and life-long learning.

Purpose: To create a structure that will emphasize a long-term relationship with Mentees through establishment of an Alliance for Business and Education Leadership Mentorship. Interested business professionals will be matched with Mentees according to the student's interest area within the Financial Services cluster.



ALLIANCE FOR BUSINESS AND EDUCATION LEADERSHIP (A.B.E.L.)

STUDENT MENTORING PROGRAM

MENTEE RESPONSIBILITIES

Committee has defined the Mentee's responsibilities as the following:

- If applicable, attend the annual recognition event as coordinated through the Alliance for Business and Education Leadership's Student Mentoring Program committee. During the meeting, provide a three-minute presentation outlining the knowledge gained and sharing experiences as a result of the mentorship opportunity. Discuss issues such as: who you are, details of your business Mentor and the associated business, summary of learned experiences, planned schedule, career aspirations, reason career direction was selected, etc.
- Complete journal entries (if appropriate) to document mentorship experiences. Documented details can be used to develop quarterly memos to the Mentor.
- Complete a quarterly memo (4 times each year) covering career path and/or plans, business site visits, business Mentor/Mentee discoveries, strengths and opportunities the Mentee has had in selected field, etc. Send memo to the Mentor and a copy to the respective SSF and A.B.E.L. representative. Memos are due on March 1, June 1, September 1 and December 1. The memo should detail activities and learning opportunities that have occurred since the last memo. New Mentees are not required to complete a quarterly memo until their first three months are completed within the program.
- Coordinate with Mentor, if feasible, to have two job shadowing experiences to help the Mentee become more familiar with the job requirements, work environment and employment opportunities within the chosen field.
- Complete a final project using pictures, materials and other documents obtained during Mentoring experience.
- Sign-off on the Mentor/Facilitator/Mentee/Parent Agreement Form.

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EDUCATION CO-CHAIRPERSON RESPONSIBILITIES

Committee has defined the Education Co-Chairperson responsibilities as the following:

- In September of each year, coordinate matching of business Mentors according to Financial Services cluster.
- Oversee the student/business mentoring process and recommend adjustments as is appropriate.
- Meet, as necessary, with Student Mentoring committee to discuss status and obtain feedback.
- Assess effectiveness of program by obtaining feedback from SSF.
- Encourage students to stay involved with their Mentor is possible and to become involved with area civic and professional organizations.
- Coordinate completion of the Mentor and Career Cluster database for future use.
- In May of each year, contact educational institutions to coordinate new Mentees for the upcoming year.
- Track placement trends to show benefits of the process. Track students involved in the mentoring process and their placement percentages within Indiana County businesses.
- Serve as contact person for Mentees and SSF's and provide monthly reports to A.B.E.L. board.
- Coordinate the completion of the annual Mentee/Mentor presentation package Student Recognition Event.
- Provide regular updates on the Mentee's memos received sharing details at the monthly A.B.E.L. meetings.

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PARENT RESPONSIBILITIES

Parent/s (if student is under 18 years of age): Committee has defined the Parent responsibilities as the following:

- Provide encouragement and be an active listener during this experience. Discuss details of the interaction and worksite visits capitalizing on opportunities to coach and guide.
- Provide transportation to and from the worksite unless transportation is otherwise provided. Mentors are not permitted to shuttle Mentees at any time.
- Encourage full participation in job shadowing experiences and facilitate completion of all necessary assignments.
- Encourage full participation in all required activities.
- Provide proper insurance coverage for your child.
- Show support for the A.B.E.L. organization and encourage work-based learning.
- Sign-off on the Mentor/Facilitator/Mentee/Parent Agreement Form.



MENTOR/MENTEE AGREEMENT FORM

Mentee Information

Mentee Name:	High School:
Address:	Interest Area:
Telephone:	School-site Facilitator:
Emergency Name and Number:	

Mentor Information

Mentor Name:	Business Name:
Address:	Email Address:
Telephone:	Fax Number:

MENTOR RESPONSIBILITIES

Provide the Mentee with the opportunity to spend time with an employee observing daily activities and asking questions about the job and workplace.

Review with the Mentee all relevant health and safety issues and provide safety gear if necessary.

Give the Mentee a brief tour of the workplace and introduce him/her to other employees.

Be available to the Mentee at all times.

For liability purposes, view the Mentee as a visitor or salesperson in your place of business.

MENTEE RESPONSIBILITIES

Participate actively in job shadow activities, asking questions and paying close attention to what is said and demonstrated.

Complete all job shadow assignments which include interview questions, reflection statements, thank you letter and exit activity.

Observe all safety rules and adhere to the host industry's policies.

Adhere to proper behavior guidelines and dress appropriately for the work-based learning experiences.

Attendance for the job shadow experience is mandatory. Student must notify the school and job shadow business/host if unable to attend.

If Mentee is under 18 years of age, please complete this bottom portion.

PARENT RESPONSIBILITIES

Encourage your child to be an active learner during the job shadow experience and to discuss what he/she saw and did at the worksite.

Provide transportation to and from the job shadow site.

Ensure that your child participates in the job shadow experience and completes necessary assignments.

Provide proper insurance coverage for your child.

YES NO I grant permission for my son/daughter to travel using his/her own vehicle.

Insurance _____

YES NO I grant permission for my son/daughter to be photographed while participating in the job shadow experience for educational purposes.

YES NO I grant permission for my son/daughter to receive emergency medical treatment.

Insurance _____

Special Accommodations or conditions _____

We the undersigned, agree to the conditions and statements contained in this agreement (signatures required).

Mentee:	Date:
Parent/Guardian, if applicable:	Date:
Mentor:	Date:
School-site Facilitator or Official:	Date:

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MENTEE REFLECTION FORM

Student Name _____ School _____

Mentor's Name _____ Company _____

Please provide interesting information that you would like shared during the Student Mentoring Program's Recognition Event. If your response warrants additional space, please feel free to add comments on a separate sheet of paper. Please return this form to Mary E. Yarnal, Education Co-Chairperson, Indiana County Technology Center, 441 Hamill Road, Indiana, PA 15701.

During this experience I learned a lot...I learned...

I think my Mentor...

I would recommend that other students participate in this Mentor Program because...

Listed are a few activities I have participated in...

ALLIANCE FOR BUSINESS AND EDUCATION LEADERSHIP (A.B.E.L.)

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GUIDELINES FOR STUDENT MENTORING PROGRAM RECOGNITION EVENT

- Smile
- 2 Minute Presentation
- Focus Comments Toward Career Interests & Goals

- What Career Area Interests You?
- Why?
- Mention Any Future Plans You Aspire to Achieve

- Mention Interest in Working With Mentor
- Recognize Mentor (By Name)
- State What You Hope to Learn By Participating in The Mentor Program
- “I hope to Learn...” or “I hope to Experience...”



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ANNUAL SCHOLARSHIPS

- **AMOUNT:** \$250 PAYMENT ONE-TIME DISBURSEMENT. TWO SCHOLARSHIPS TO BE AWARDED EACH YEAR.
- **RECIPIENT:** Must be a senior who has participated in the Student Mentoring Program.
- Must be accepted in a post-secondary educational program.
- Selection based on merit as determined by the members of the Student Mentoring Program committee of the Alliance for Business and Education Leadership.
- Award will be presented to the school of the student's choice for credit to their account upon receipt of a tuition statement. This disbursement will be made by the A.B.E.L.'s co-chairperson.
- **PURPOSE:** To honor involvement in the Student Mentoring Program as well as encourage students to pursue higher education.

FORMS REQUIRED:

1. Complete this application in its entirety.
2. Transcript of last three (3) school years.
3. Essay on your goals for the future, one (1) page limit.
4. Type-written cover letter stating reasons for applying for scholarship and how the post-secondary education will help advance your future career plans.
5. Letters of recommendation from one (1) of your teachers and one (1) Mentor.

APPLICATION DEADLINE: To be announced

MAIL COMPLETED APPLICATION TO:

Mary E. Yarnal
Education Co-chairperson
Indiana County Technology Center
441 Hamill Road
Indiana, PA 15701

AWARD NOTIFICATION: Student Mentoring Program Recognition Event

IV. ENCLOSE LETTERS OF RECOMMENDATION FROM ONE OF YOUR TEACHERS AND A BUSINESS MENTOR.

V. HAVE YOUR GUIDANCE COUNSELOR COMPLETE THE FOLLOWING:

Rank in Class: _____ Size of Class: _____

Guidance Counselor's Signature School Telephone

Application must be submitted by April 2007.

The Alliance for Business and Education Leadership will not discriminate on the basis of race, color, national origin, sexual orientation, handicap, age, religion, ancestry or any other legally protected classification in accordance with federal and state statutes and regulations.

Mail application to:
Mary E. Yarnal
Education Co-chairperson
Indiana County Technology Center
441 Hamill Road
Indiana, PA 15701