

# Mentoring for 9-14 Schools: Mentor Role Description and Program Goals

## *How to Use This Document:*

Beginning and maintaining a career mentoring program requires recruiting large numbers of industry professionals to work with students. To spread the word, schools and employer partners can distribute a brief role description to prospective mentors. The following role description is an example from the engineering field in the 2014-15 school year. Brackets indicate opportunities to customize to school and employer needs.

## MENTOR ROLE DESCRIPTION

[Company name] Mentors at [School Name]

[Company logo]

[Company name] is recruiting employee volunteers to serve as mentors for 10<sup>th</sup> grade students attending our partner school, [Energy Tech High School], in [Long Island City, Queens], a grades 9-14 Early College High School. Students at [Energy Tech] are taking high school coursework and classes at [LaGuardia Community College] toward associate degrees in the [Energy Technician] program. The mentoring program is an integral component of [Company name] 's commitment to connect what students learn in the classroom to the realities of the workplace as they gain new skills and explore career options.

We are looking for employees that are:

- ✓ Interested in building caring relationships with teens toward personal and professional development
- ✓ Willing to speak knowledgeably about his/her work in a way young people can understand
- ✓ Comfortable inviting and answering questions, and are good listeners
- ✓ Open to working with students from diverse backgrounds, especially employees from backgrounds underrepresented in the field that may serve as natural role models
- ✓ Committed to regularly attending scheduled program events for the academic year, and required orientation and training.
- ✓ [Specify mentors' preferred job titles or divisions if applicable]

Energy Tech mentors will work with students on a range of workplace learning activities that are integrated into student learning, such as:

- Setting educational and career goals
- Exploring educational and career options
- Decision-making, study, and organizational skills for success in high school, college, and career
- Professional communication and presentation skills
- Job search skills including interviewing, developing resumes, and networking.

## **Mentoring Tools: Mentor Role Description and Program Goals**

Mentors will be supported before, during, and after the program through orientation, training, and ongoing communication with staff at the school and company. School staff will plan and structure the mentoring activities—substantial prep is not required of mentors, however suggestions are welcomed. Monthly sessions will each address a different topic that students first address in [Career Readiness] class.

*Please note that mentors must commit to attending [monthly sessions lasting 1 hour every 4<sup>th</sup> Friday from October to June, 2014]. Please also budget for travel time to and from your worksite and [Long Island City, Queens]. A required orientation and pre-program training will be held on [date] at [time] at [location]. First-time mentors will also need to complete a Department of Education criminal background check prior to program start.*

**Interested employees can contact [Company Name’s point person’s email] to sign up or for more information. Mentors can sign up until [Month Day, Year].**

## Mentoring Tools: Mentor Role Description and Program Goals

Industry professionals considering participating in mentoring may want to understand the goals of the program, and how their involvement would further the school's mission. Schools and employer partners beginning new mentoring programs should work together to define program goals. Employer partner staff can distribute goals when recruiting and training new mentors. The following program goals overview is an example from the engineering field in the 2014-15 school year. Brackets indicate opportunities to customize to school and employer needs.

### PROGRAM GOALS

There are four main goals of the [Energy Tech High School] Mentoring Program:

1. Expose students to [energy technology] professionals,
2. Promote soft skills development,
3. Strengthen connection between school and employer partners, and
4. Develop the next generation of employees for [Company Name], and the industry as a whole.

The program plans to achieve these goals through monthly mentoring sessions that will include the following elements:

- Exposure to adults and professionals other than teachers
- In-depth conversations and opportunities to ask and answer questions with industry professionals
- Support for students to develop their career interests
- Illuminating the career possibilities within the [energy technology] industry
- Guidance about career pathways
- Relationships with caring adults and role models including professionals that reflect students' diversity
- Sharing technical expertise and lessons from professionals' first-hand experience
- Promoting soft skills development and providing external validation for lessons learned in the classroom
- Linkages to the school's broader sequence of work-based learning experiences, such as future opportunities to participate in more intensive and focused job shadowing based on connections between mentors and mentees.