

CAREER MENTORING

Career Mentoring is a career 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. The career mentor critiques the students work, problem solves with the student and works in consultation with the school and the workplace. The development of a trusting relationship between the student and the mentor is the key to a successful experience. Career mentoring relationships should be at least six months in duration and include structured activities as well as career- and education-related activities agreed to by the school, workplace and student.

Career mentoring experiences are designed to promote:

- Exploration of a field of interest;
- Students' exposure to jobs, careers and working adult role models;
- Development of pre-employment and work maturity skills;
- Building occupational knowledge; and
- Opportunities to build mentor/mentee relationships.

Success Factors

- Develop clear, written policy and procedures materials for all parties.
- Match students with career mentors based on career interest and personality. Allow the mentor and mentee to interview and select each other.
- Have the student and career mentor set and communicate expectations that are assessed on a regular basis.
- Provide ongoing support and training for career mentors.

Key Legal, Safety & Health Issues

- Career mentoring should focus on career exploration, training and related education.
- Mentoring should take place at the school, workplace or an approved outing.
- Career mentors that participate in activities with students outside the workplace may need to be fingerprinted in accordance with school district policy. (*CA Education Code Section 32390*)

Resources (to locate a resource visit stc-clearinghouse.com or nww.org)

Handbook for Mentors – East Union High School District

Implementation Guide for Academy Teachers and Staff – East Union High School District *Career*

Mentoring Program – Student Handbook – San Francisco Unified School District

A Handbook for HP (Tele)Mentors – Hewlett Packard

California Law, Education and Labor Code

<http://www.leginfo.ca.gov/calaw.html>

REMEMBER...All Work-Based Learning Experiences Should:

- Be developmentally appropriate;
- Assess student performance;

- Include an orientation for all parties;
- Provide opportunities for reflection;
- Identify learning objectives;
- Link to the student's next step;
- Explore all aspects of the industry;
- Be documented and recorded; and
- Develop the SCANS¹ competencies;
- Comply with state and federal labor laws.

¹SCANS is an acronym for the Secretary's Commission on Achieving Necessary Skills which created The SCANS Report for America 2000, issued by the US Department of Labor, April, 1992. The report defines a set of skills and competencies necessary for success in the workplace.

This factsheet is part of the Work-Based Learning Toolkit and is intended to provide an overview of relevant quality, safety and legal issues relating to work-based learning placements at the time of publication.

It is not intended to provide comprehensive information nor to serve as a substitute for appropriate legal advice.

To access the complete toolkit, visit www.stc-clearinghouse.com or www.nww.org