

# **Thomas County Central High School Work-Based Learning Program**



## **Mentor Handbook**

**Brandi Miranda  
Work-Based Learning Coordinator**

# Career, Technical, and Agricultural Education (CTAE)

## Contact Information

Brandi Miranda, Work-based Learning Coordinator  
Thomas County Central High School  
Thomasville, GA 31792  
Office (229) 225-5050 Ext. 192; Fax (229) 227-2404  
[bmiranda@tcjackets.net](mailto:bmiranda@tcjackets.net)

### PURPOSE OF THE MANUAL

Policies and recommendations contained in this handbook represent the fundamentals for a successful Work-based Learning Program in Georgia.

This manual has been compiled for use as a guide for the WBL mentor. This handbook will help answer many questions that may arise. The success of the Work-Based Learning Program is primarily based on the quality of the placement of the student in a business and the instruction that the student receives as part of the Work-Based Learning segment of the program. A key individual in the Work-Based Learning is the designated mentor/supervisor.

Thomas County Central High School's WBL Program will adhere to policies and practices which prohibit discrimination on the bases of race, color, national origin, sex, and handicap in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and pay.

## Contents

Welcome .....	3
WBL Program Description .....	4
Roles of the Mentor .....	5
Mentor Program Criteria .....	6
Traits of an Effective Mentor .....	7-8
Tips for Mentoring WBL Students .....	9-11
Mentor's Responsibilities .....	12
Student Information From for Mentors .....	13-14
Mentor Evaluation .....	15-16
Appendices .....	17
Appendix A .....	18
Appendix B .....	19-20
Appendix C .....	21
Mentor Acknowledgment of Responsibilities Form.....	22

Dear Mentor,

Welcome to the Work-Based Learning Program and thank you for agreeing to be a mentor! An integral part of the program is a supportive adult, referred to as a mentor, who is linked with the Work-Based Learning student. A mentor provides guidance and encouragement to the Work-Based Learning student as well as is involved in the teaching of work tasks and job responsibilities to the student.

The mentor performs a number of functions including:

- induction of the Work-Based Learning student into the business,
- training of the Work-Based Learning student,
- evaluation of the Work-Based Learning student, and
- counseling with the Work-Based Learning student on matters related to work.

Again, thank you for helping to build a foundation for future student success. If you have any questions or need assistance at any time, please do not hesitate to contact me, as we pledge our full support in this endeavor.

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Brandi Miranda  
Work-Based Learning Coordinator  
Thomas County Central High School

# **WBL PROGRAM DESCRIPTION**

## **Work Place Mentors**

Many different individuals may be involved in teaching a Work-Based Learning student, or a single person may take on the entire responsibility depending upon the size of the business. In either case, one individual in a business is usually designated as the mentor.

The selection of the mentor is the prerogative of the business. However, an effective mentor must possess both the personal qualities and the technical competence to be successful. In addition, it is important for the business to provide time for the mentor to work with the Work-Based Learning student on a one-to-one basis.

## **Personal Qualities**

A good mentor is one who is interested in young people. Mentors must know and perform their job well and be willing to share their knowledge. They should understand human relations and be of the character that the Work-Based Learning student will want to emulate.

## **Technical Competencies**

A mentor should be proficient in performing technical competencies, which they teach to the apprentice or WBL student, and must have a broad understanding of the industry. It is critical that the business where the Work-Based Learning student is placed designate one employee to coordinate work efforts with the student at the worksite and serve as the student's mentor. In many businesses, a student will be rotated to various departments in a business to learn all aspects of the occupation and be under the direction of various employees (sometimes referred to as a coach), but the employee designated as the mentor should be responsible for coordinating and monitoring the training experience of the student.

The mentor performs a number of functions including: (1) induction of the Work-Based Learning student into the business, (2) training of the Work-Based Learning student, (3) evaluation of the Work-Based Learning student, and (4) counseling with the Work-Based Learning student on matters related to work.

# ROLES OF THE MENTOR

## **Induction**

The mentor orients the Work-Based Learning student to the job, to the business, and to industry as a whole.

## **Training**

The mentor participates in the development of the training plan for the Work-Based Learning student under his or her supervision. The mentor assists the Work-Based Learning student in carrying out classroom assignments related to the job and evaluates the skill tasks listed on the Work-Based Learning student's training plan.

## **Evaluation**

The mentor evaluates the Work-Based Learning student's progress in learning the job and communicates with the Work-Based Learning Coordinator the strengths and areas in which improvement is needed. The mentor verifies the Work-Based Learning student's attendance and production reports. Grades will include an Employability Skill Assessment and a Technical Skill Assessment from the Training Plan developed at the beginning of school. Mentors will mark students according to progress. Students cannot learn if they do not know what they are doing wrong.

## **Counseling**

The mentor counsels with the student concerning performance both on the job and in school as well as the student's relationships with other employees. The mentor must take the responsibility for preparing the Work-Based Learning student for a definite goal and provide him/her with the individual attention necessary to attain that goal.

## MENTOR PROGRAM CRITERIA

Below are suggested criteria for use in the mentor selection process. The list does not contain the mentor's responsibilities. Please refer to the Mentor Responsibilities section of this manual for a listing of the mentor's responsibilities.

### **Prerequisites:**

- 1 – 2 years of experience in field
- 12 months continuous service with the organization
- Full-time status preferred
- Willing to serve as a mentor

### **Knowledge:**

- Understands customer/supplier relationship
- Answers questions and be an information resource
- Understands company and department policies/procedures
- Is technically competent
- Knows company's and department's mission/vision/values

### **Personality/Traits/Characteristics:**

- Integrity
- Counseling/listening skills
- Conscientious
- Well-liked by peers
- Enthusiastic
- Positive attitude
- Team player
- Good communication skills
- Coach

# TRAITS OF AN EFFECTIVE MENTOR

## Academic Support

Keeping young people in school; helping them graduate from high school; evaluating educational choices; directing them to resources for furthering their education.

## Role Modeling

Pointing out, demonstrating and explaining actions and values that offer the best chances for success and happiness; helping apprentices see and strive for broader horizons and possibilities than they may see in their present environments. Role modeling helps young people raise their ambitions in life.

## Attention and Concern

Many young people do not receive enough attention and concern from the adults in their lives. Mentors can fill in these empty spaces with dependable, sincere, and consistent attention and concern.

## Accountability

A commitment made to an apprentice for a meeting, activity, or any kind of appointment should be a mentor's first priority, barring emergencies. This consistent accountability has several benefits:

- Cements trust between the mentor and student
- Sets a good example (role modeling for the apprentice to follow)
- Creates mutual expectations that can be met

## Communication

This requires attention to three basic skills: listening, looking, and leveling.

### Listening

Listening does not have to be passive - it can be as active as talking, if done correctly.

To listen effectively:

- Pay attention to the message. Do not be distracted by the speaker's delivery or dress.
- Do not think ahead to what you may say in response.
- Hear the speaker out. Do not judge immediately or interrupt.
- Do not think ahead to what the speaker may say.
- Listen for the facts, concepts, and feelings behind the words.
- Create a positive listening environment. Ask the speaker to talk louder or close a door, if necessary.
- Encourage the speaker to clarify what has been said. Provide feedback. Check out what you understand has been said and ask if you are correct.

## Looking

People communicate with both verbal and body language. These are clues to help you understand more fully what the person is saying:

- Take note of facial expressions (smiles, frowns, questioning looks and body movements (crossed arms, foot tapping, and other signs of impatience).
- Make eye contact (keeping cultural differences in mind).
- Show you are listening by periodically encouraging him or her to continue.

## Leveling

Leveling means being honest about what you are feeling and thinking without being angry or destructive.

- Be honest in what you say.
- Speak for yourself. Use “I” statements instead of “You” statements.
- Deal with other person’s real feelings. Do not try to change them or ignore that they exist. Listen and try to understand.

## Company Policy

The mentor will work with the person in charge of personnel to see that the apprentice is fully informed of all personnel policies, guidelines, procedures, and any other pertinent information that is necessary for success at the worksite. These will include, but not be limited to functions of the employing department, work days and hours, work requirements, notification procedures for absences, payroll documents, safety rules, use of telephone, report of injury, use of equipment, and any other items necessary for the apprentice to know.

## Self-Esteem

Self-Esteem is how a person thinks about himself/herself. It is the value placed upon oneself. Work-Based Learning students, like everyone else, need positive nurturing that will promote the development of self-esteem.

The following helps develop positive self-esteem:

- Praise Compliments
- Recognition Respect for Others
- Trust New growth experiences
- Positive role models Opportunities for success
- High expectations Appreciation for assistance

The following damages self-esteem:

- Repeated criticism Insensitivity
- Ignoring strengths Unrealistic expectations
- Verbal rejection Lack of sincerity
- Disinterest Put-down/negative labels
- Negative experiences Repeated failures



## TIPS FOR MENTORING WBL STUDENTS

**Demonstrate task performance by doing the task while the Work-Based Learning student observes.** While performing the task the mentor (coach) points out important features and checks the student's understanding by asking questions and encouraging the student to ask questions. (Reciprocal questioning is also part of other functions).

**Explain how to perform a task correctly.** Explanation may accompany demonstration or be provided separately. It sets out performance criteria, points out what problems are likely to occur, and identifies possible problem-solving strategies.

**Explain why a task is performed a certain way.** A mentor (coach) must explain why the task is performed according to certain specifications, provide information about the business management or scientific principles underlying the procedures, and explain how the task relates to other tasks.

**Monitor and critique the WBL student's attempts to do the task.** While monitoring the Work-Based Learning student's performance, the mentor (coach) gives clear and immediate feedback. Although monitoring and feedback are continual, the interval between instances increases as the student gains competence and the mentor (coach) encourages the student to monitor his or her own performance and to seek help when difficulties arise.

**Model problem solving by thinking aloud and demonstrating problem-solving strategies.** Modeling includes explaining what questions the Work-Based Learning student can ask himself or herself when problems arise, identifying the kinds and sources of information the student might need to find a solution, and pointing out important information or cues that the coach is relying on to guide problem solving.

**Keep a watchful eye.** Watch for signs of boredom or indifference. Try to create opportunities and experiences that foster discovery of new ideas and development of new skills.

**Ask open-ended questions.** Check periodically to see how well and how much the student is learning. Ask open-ended questions such as, "What has been most challenging to you these past few weeks?"

**Provide support without rescuing.** Too often mentors say, "Let me show you how to do that," when they should be asking, "What you think you should do next?" It takes patience and courage to stand back and let a student risk failure. However, the most significant growth happens through the discomfort of grappling with a new situation.

**Avoid messages of perfection.** The greatest gift a mentor can give students is to be authentic. When you make a mistake, you can show how you learn from that mistake and are more competent as a result. Make sure that the student understands that you are still a learner yourself.

**Have the goals of the program firmly in mind when you engage with your mentee.** Think about what activities would help foster the desired results.

**Remember that you are not taking the place of the parent.** Even though there will be times when you are in a parenting role, it is important to inquire how the mentee's parent(s) feels about things. Keep personal discussions to a minimum.

**Express a sincere interest in the program as a whole.** This helps the mentee understand that he or she is part of a bigger effort and that there are other partnerships in existence. This addresses the adolescent's need to belong and be part of a peer group.

**Assist the student in setting realistic, obtainable goals for the year.** Ask the mentee what he or she would like to accomplish and be ready to introduce him or her to others who can help.

**Understand that the process of the professional relationship is just as important as guiding the student through a job task.**

**Remember to be an active mentor.** That is, when you are with the mentee, try to actively engage with him or her. Remember that adolescents are not comfortable with silence.

**Never underestimate the power of continuity in a young person's life.** If you are unable to meet with your mentee as frequently as you would like, just be sure that you keep to the schedule that works for both of you.

**If your mentee has taken an avoidance approach to the work situation, try to get as much information as you can that might explain this behavior, and KEEP TRYING!** Many mentees will seem stubborn or unmanageable on the outside but, in fact, are willing to engage.

**As the relationship progresses, try to refrain from "selling" your mentee on doing something and concentrate more on encouraging the mentee to want to do it on his or her own.** This process, which is known as "guided discovery," is a more skilled and subtle process than "selling," but almost always achievable.

**Become a great listener.** The best and fastest way to establish a positive relationship with your mentee is to encourage the mentee to talk, to draw him or her out, to ask questions in a way that does not require a "yes" or "no" response. A good listener does this well; a teller encourages silence or one-word answers.

Never dominate a conversation or activity unless there is a good reason, for example, getting over the newness for the first few meetings.

**Additional Suggestions for Mentors Regarding WBL Students:**

- Match voluntary mentors and Work-Based Learning students. Better working relationships form when voluntary mentors are matched with WBL students rather than assigning mentors that are told they must be a mentor.
- Match by gender where possible.
- Notify WBL Coordinator immediately if problems arise.

*(See Appendix A for Orientation Checklist)*

# MENTOR'S RESPONSIBILITIES

## **1. Grading/Assessing Student's Work**

An Individualized Educational Training Plan will be incorporated into the Mentor's Evaluation of the student and will be used to assess skills and knowledge of on the job training as well as to assess work ethics/general employment traits identified as being important to success on the job.

In addition, the training sites are visited by the WBL coordinator, the students are observed at work, and the mentors that have been assigned the responsibility of training the student are consulted. The employer's/mentor's evaluation (based on job skill and work ethics) will count towards student's final grade for the course and is completed by the mentor twice a semester.

*(See Appendix B for sample Training Plan score sheet and TCCHS's WBL Employment Evaluation Form. These should be submitted to the WBL Coordinator.)*

## **2. Work Wage Reports**

TCCHS's Work Wage Reports (monthly time sheets) are completed by the student and signed by the mentor. A percentage of the student's grade for the course comes from turning in completed monthly time sheets.

*(See Appendix C for sample TCCHS's Work Wage Report. Students should submit to WBL Coordinator.)*

## **3. Employer Evaluation of Program and Student**

Mentors will receive notices about evaluating students and program throughout the year. Mentors should complete evaluation forms and return to WBL Coordinator.

## Student Information Form for Mentors

Referred by: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

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

School: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

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

Work Phone: \_\_\_\_\_

### EMERGENCY INFORMATION:

Emergency Contact:

Relationship: \_\_\_\_\_ Emergency Phone: \_\_\_\_\_

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

### SPECIAL NOTES (family obligations, after-school employment, etc.):

**Student Interests** (check those that apply)

_____ Academic (specify)	_____ Sports (specify)
_____ Social (specify)	_____ Music (specify)
_____ Career/Job Information	_____ Career Interests
_____ Self-Image Enhancement	_____ Fashion/Shopping
_____ Employment	_____ Dance
_____ Other (specify)	_____ Other (specify)

### Student Identification

PLEASE ANSWER THE FOLLOWING:

What is your daily schedule at school?

1<sup>st</sup> period: \_\_\_\_\_

2<sup>nd</sup> period: \_\_\_\_\_

3<sup>rd</sup> period: \_\_\_\_\_

4<sup>th</sup> period: \_\_\_\_\_

5<sup>th</sup> period: \_\_\_\_\_

6<sup>th</sup> period: \_\_\_\_\_

7<sup>th</sup> period: \_\_\_\_\_

What is your usual schedule on the weekends?

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---

List your hobbies or special interests.

---

---

---

What social or extra-curricular activities are you involved in at school or the community?

---

---

Who is your favorite singer?

---

---

What type of music do you like?

---

---

What is your favorite television program? \_\_\_\_\_

What movie do you consider the best you have ever seen?

---

What has been your most embarrassing moment since you began high school?

---

---

What do you think you might enjoy about being involved at my company?

---

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MENTOR ASSIGNED: \_\_\_\_\_ DATE: \_\_\_\_\_

COMPANY: \_\_\_\_\_ ASSIGNED BY: \_\_\_\_\_

## **Mentor Evaluation** *(Completed by the student)*

Name of Mentor \_\_\_\_\_ Date \_\_\_\_\_

Business/Industry Name \_\_\_\_\_

Student (sign) \_\_\_\_\_

Cluster Area \_\_\_\_\_

In an effort to evaluate the effectiveness of the mentoring experience, please indicate your responses to the following questions by checking the appropriate answer.

1. Did the mentor help to establish a mutually beneficial relationship, set parameters, limitations, and goals of the mentoring relationship? \_\_\_\_\_ Yes \_\_\_\_\_ No

2. Mentor communicated his/her expectations successfully? \_\_\_\_\_ Yes \_\_\_\_\_ No

3. Did the mentor establish collegiality, friendship and respect in a professional manner?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

4. Could you feel free to discuss problems and seek advice? \_\_\_\_\_ Yes \_\_\_\_\_ No

5. Did the mentor:

Provide an orientation session? \_\_\_\_\_ Yes \_\_\_\_\_ No

Discuss company policies/procedures? \_\_\_\_\_ Yes \_\_\_\_\_ No

Develop problem-solving, critical thinking and decision-making skills?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

Keep pertinent facts confidential? \_\_\_\_\_ Yes \_\_\_\_\_ No

Encourage and reinforce in a positive manner: \_\_\_\_\_ Yes \_\_\_\_\_ No

Establish a trusting relationship? \_\_\_\_\_ Yes \_\_\_\_\_ No

Take a personal interest in the mentee and encourage generation of ideas, solutions, alternatives? \_\_\_\_\_ Yes \_\_\_\_\_ No

Assist in building self-esteem and confidence? \_\_\_\_\_ Yes \_\_\_\_\_ No

Provide an opportunity to rotate to a variety of job tasks? \_\_\_\_\_ Yes \_\_\_\_\_ No

Promote personal, interpersonal and professional development? \_\_\_\_\_ Yes \_\_\_\_\_ No

Provide an atmosphere of acceptance with serious and humorous interactions? \_\_\_\_\_ Yes \_\_\_\_\_ No

Communicate openly about the profession and discuss career options? \_\_\_\_\_ Yes \_\_\_\_\_ No

Be positive rather than judgmental? \_\_\_\_\_ Yes \_\_\_\_\_ No

Be a good listener and sensitive to the needs of the mentee? \_\_\_\_\_ Yes \_\_\_\_\_ No

Have a commitment to building a mentor/mentee relationship? \_\_\_\_\_ Yes \_\_\_\_\_ No

Provide assistance by answering questions, identifying resources, and establishing long and short-term goals? \_\_\_\_\_ Yes \_\_\_\_\_ No

Possess a willingness to develop skills involved in being a mentor? \_\_\_\_\_ Yes \_\_\_\_\_ No

Overall, how would you rate the mentor that you have been working with?

- Superior
- Excellent
- Average
- Below Average
- Poor

List below any comments you might wish to express regarding your mentoring experience:

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---

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What suggestions do you have for improving this experience?

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---

---

---

What did you like the best about your mentoring experience?

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## APPENDICES

Appendix A ***Work-Based Learner Orientation Checklist***

Appendix B ***Sample Educational Training Plan***  
***Sample Employment Evaluation Form***

Appendix C ***Work Wage Report (Monthly Time Sheet)***

***Appendix A***  
***Work-Based Learner Orientation Checklist***

The following is a suggested checklist that you as mentors may wish to review with your mentees.

1. Department/Company Tour \_\_\_\_\_
2. Introductions to Appropriate Personnel \_\_\_\_\_
3. Location of Fire Alarms, Fire Extinguisher, and Fire Exits \_\_\_\_\_
4. Review of Emergency Procedures \_\_\_\_\_
5. Location of Restrooms \_\_\_\_\_
6. Explanation of Authorized and Unauthorized Areas \_\_\_\_\_
7. Parking Procedures/Locations \_\_\_\_\_
8. Name Badges (Identification, Clocking In/Out) \_\_\_\_\_
9. Location of Time Clocks/Bulletin Boards \_\_\_\_\_
9. Company Policy Regarding:  
    Confidentiality; Dress Code; Breaks; Smoking;  
    Sexual Harassment; Safety; Attendance/Tardiness \_\_\_\_\_
10. Telephone Procedures/Etiquette \_\_\_\_\_
11. Pagers/Beepers/Electronic Devices at Work \_\_\_\_\_
12. Interaction with Other Departments \_\_\_\_\_
13. Location of Policy/Procedure Manuals \_\_\_\_\_
14. Working Hours \_\_\_\_\_

# Appendix B

## Thomas County Central High School

Work-Based Learning Training Plan (from date of hire through May 15 or 21, 2015)

Student \_\_\_\_\_

Business Name \_\_\_\_\_

Work Supervisor/Mentor's Printed Name \_\_\_\_\_

Student Employee's Job Title \_\_\_\_\_

Career Goal: \_\_\_\_\_

Name of postsecondary institution you plan to attend (if applicable) \_\_\_\_\_

Job Duties/Skills to be learned or performed. Please provide a detailed listing. Additional duties may be entered on the back of this form. As additional duties are learned/assigned, this list must be updated.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

**Important:** On the back of this form, list any potential health/safety conditions related to this specific work assignment. Indicate none if none exist. By signing below, the employer/supervisor confirms that the student has (or will) receive **safety training**.

\_\_\_\_\_  
Student's Signature                      Date

\_\_\_\_\_  
Parent's Signature                      Date

\_\_\_\_\_  
Work Supervisor's Signature      Date

\_\_\_\_\_  
WBL Coordinator's Signature      Date

*The Thomas County School System does not discriminate on the basis of race, color, sex, religion, national origin, age, or disability in employment practice, educational program, or any other program, activity or service.*

# Appendix B

## EMPLOYMENT EVALUATION FORM

Student Progress Report Evaluation Period Ending:

Student: \_\_\_\_\_

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

School: TCCHS

Employer: \_\_\_\_\_

**Directions:** Please evaluate the student-employee as fairly as possible and as compared with workers with the same experience. Mark the number for each statement that most accurately reflects the student's performance in that category.

### Quality of Work

10	Very accurate and thorough
9	
8	Careful, rarely inadequate
7	
6	Usually accurate
5	
4	Careless
3	
2	Makes many errors
1	

### Speed

10	Very fast
9	
8	Fast
7	
6	Average
5	
4	Slow
3	
2	Very Slow
1	

### Care of Working Area

10	Very clean and orderly
9	
8	Keeps area clean
7	
6	Average
5	
4	Careless
3	
2	Very untidy
1	

### Job Learning

10	Learns exceptionally well
9	
8	Learns with ease
7	
6	Learns adequately
5	
4	Learns with difficulty
3	
2	Little or no learning
1	

### Use of Time

10	Very busy
9	
8	Busy
7	
6	Average
5	
4	Needs Improvement
3	
2	Wastes time
1	

### Initiative

10	Self motivated
9	
8	Needs little direction
7	
6	Performs as instructed
5	
4	Not a self starter
3	
2	Must always be told what to do
1	

### Use of Materials

10	Very careful
9	
8	Above average
7	
6	Acceptable
5	
4	Careless
3	
2	Wasteful
1	

### Attendance

10	Always prompt – present as scheduled
9	
8	Seldom off – valid reasons only
7	
6	Absent occasionally
5	
4	Above average
3	
2	Excessive absences
1	

### Attitude toward Co-Workers

10	Very cooperative and friendly
9	
8	Cooperative and friendly
7	
6	Cooperative
5	
4	Has negative attitude
3	
2	Unable to get along
1	

### Attitude toward Superiors

10	Very respectful, helpful, accepts criticism well
9	
8	Respectful, helpful, accepts criticism well
7	
6	Average
5	
4	Does not accept criticism
3	
2	Disrespectful
1	

### Customer Contact

10	Very courteous
9	
8	Pleasant, respectful, helpful
7	
6	Average
5	
4	Needs improvement
3	
2	Discourteous
1	

### Enthusiasm

10	Very eager to learn
9	
8	Enjoys work
7	
6	Average
5	
4	Shows little interest in job
3	
2	Does not like to work
1	

### Responsibility

10	Accepts readily and handles well
9	
8	Accepts willingly
7	
6	Accepts
5	
4	Needs improvement
3	
2	Unsatisfactory
1	

### Dress and Grooming

10	Always good
9	
8	Most often good
7	
6	Occasionally poor
5	
4	Often poor and inappropriate
3	
2	Always inappropriate
1	

Employer/Supervisor/Mentor: \_\_\_\_\_ (signature)

Student: \_\_\_\_\_ (signature)

**Fax to Brandi Miranda at 229-227-2404**

Appendix C  
**MONTHLY TIME SHEET**  
 DUE TO MRS. AUSLEY BY 10<sup>TH</sup> OF THE FOLLOWING MONTH  
 (May's is due May 8, 2015. Estimate your hours for the remainder of the month.)  
 You are under contract to work through Thursday, May 21, 2015.

Name \_\_\_\_\_ Employer \_\_\_\_\_ Hourly Wage \_\_\_\_\_

**Work-Site Supervisor's Signature** \_\_\_\_\_

(Circle Month) **Aug.** Sept. Oct. Nov. Dec. Jan. Feb. Mar. Apr. May

(Underneath each day, write in the beginning and end times. Ex.: 1:30-5:00) If absent from work, use key below to indicate reason.

Date	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours	Total Wages
Dates by week go here									
<b>Ex.: 8/1-5</b>		2:00-5:00	2:00-5:00	2:00-5:00	2:00-5:00	2:00-5:00		15	\$87.75
<b>8/8-12</b>		2:00-5:00	2:00-5:00	2:00-5:00	2:00-5:00	2:00-5:00		15	\$87.75
<b>8/15-19</b>		2:00-5:00	2:00-5:00	2:00-5:00	2:00-5:00	2:00-5:00		15	\$87.75
<b>8/21-26</b>		2:00-5:00	2:00-5:00	2:00-5:00	2:00-5:00	2:00-5:00		15	\$87.75
<b>Total Monthly Hours &amp; Wages (gross pay)</b>								<b>60</b> <b>(MUST BE FILLED IN, OR GRADE IS A 75.)</b>	<b>\$351.00</b> <b>(MUST BE FILLED IN, OR GRADE IS A 75.)</b>

Reasons for absence from work:

- A) Off day
- B) Sick
- C) Legal Holiday
- D) Doctor's Appt.
- E) Personal (specify) \_\_\_\_\_
- F) Other (specify) \_\_\_\_\_

## **MENTOR ACKNOWLEDGEMENT OF RESPONSIBILITIES FORM**

This Mentor Handbook has been created to help each WBL mentor gain the greatest possible benefit from the WBL experience. It is important that every mentor understands the contents of the WBL Mentor Handbook and be encouraged to follow the rules and guidelines set forth in the WBL Mentor Handbook. Please sign this Mentor Handbook form and return to the WBL Coordinator. Your signature acknowledges receipt of a copy of the WBL Mentor Handbook and indicates that you understand the responsibilities outlined in this Mentor Handbook.

Mentor Name (Please Print) \_\_\_\_\_

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Business Name \_\_\_\_\_

Email \_\_\_\_\_