JOBS for LIFE
Building lives. One job at a time.

Jobs for Life™ Champion Team

1. *Jobs for Life™ Champion Job Description*
2. *Jobs for Life™ What is the Role of a Jobs for Life™ Champion* Handout
3. *Jobs for Life™ Champion Misconceptions* Handout
4. *Jobs for Life™ The Problem Solving Process*
5. *Jobs for Life™ Graduate Post Training Follow-Up* Template

© Jobs for Life™ 2008. All rights reserved.

© Jobs for Life™ 2008. All rights reserved.

Job Description: *JfL* Champions

Primary Responsibility

1. Commit to journey with a Jobs for Life (JfL) student for a 2 to 6 month 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 JfL follow-up period.

Reports to: Champion Team Leader

Works closely with: Site Leader, Student Relations, JfL Instructor and Prayer Team.

Duties and Responsibilities

- Regularly attend *JfL* Training Classes
- Serve as a Small Group Discussion Leader as needed
- Work one-on-one with your student to assist with class and homework assignments, as needed, to meet JfL Graduation Requirements (such as resume preparation, vocational plan development, interview preparation)
- Maintain and report regular contacts with students during/post JfL training to encourage and support graduates

Requirements:

- Attend the Champion Team Orientation
- Connect weekly with the student(s) throughout the JfL training course
- Submit weekly student updates that tracks student progress to meet the JfL graduation requirements
- Immediately notify the Champion Team Leader of any changes to the Champion/Student relationship.
- When possible, contact your JfL graduate for post Jobs for Life training updates at a 3/6/9 month intervals and submit quarterly post-training updates to the *JfL* course Site Leader.

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: 2 to 4 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

© Jobs for Life™ 2008. All rights reserved.

© Jobs for Life™ 2008. All rights reserved.

What is the role of a Jobs for Life Champion?

Faith mentoring is....
a lifelong relationship, between two people, in which one person helps another person reach his/her God-given potential.

As a Champion, you will:

1. Provide support, encouragement, counsel, and truth with grace to the student on a regular basis. Never underestimate the importance of a Champion!

   a. 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. The Champion has perhaps the most opportunities to communicate this truth.

   b. The Champion will be the main person to show tough love, when it is needed, in the form of guidance and correction.

   During the *JfL* training course, meet regularly with the student (at least once per week, more often as needed either at class, home or work or by phone). Consistent quality connection helps build a bond of trust to which your student may "open up" about his or her life issues. Each time you meet with your student, ask questions like:
   a. "What are your goals, dreams, and priorities?"
   b. What roadblocks do you face?
   c. "How can I help?"

2. Regularly attend the *JfL* classes and serve as small group discussion leader. Take the responsibility to notify the Class Relations Leader if you have to miss a scheduled class and to recruit a Champion to replace you as a group Discussion Leader. JfL history shows that when Champions attend the classes, their student(s) get more out of the instruction and are far less likely to fail to graduate.

Never underestimate the importance of a Champion!
You serve as a critical link to a student's success.

3. Work closely with your student. Serve as the primary person to evaluate his or her comprehension and life application of the material taught in the course. Monitor his or her progress to insure that he/she is on track for JfL graduation.

4. Take responsibility to ensure that the student attends class, completes all assignments, make-up session and continues to work toward completing all graduation requirements. Ask the student for weekly progress updates and hold him/her accountable for their work.

© Jobs for Life™ 2008. All rights reserved.

5. Championing someone is more “how can I help you?” rather than “what should I teach you?” Championing is not lording over someone or being a parent.

6. Be a good and *sincere* listener. Make it possible for the student to open up to you and reveal possible pains that may hinder progress. Be a sounding board for the student, as he/she confronts various obstacles to implementation or has to reconsider earlier decisions and /or change course.

Set the example.

Genuinely model what the student is to do.
Remember: The goal is to *help* that person exceed.

7. Expect the student to take responsibility for his/her life and decisions. Don’t be a “pushover” and allow the student to avoid work, skip class, be irresponsible, or make excuses for not doing the assigned preparation. Any correction or chastisement should be done in love. Speak the truth and do it with grace.

8. Champions should not assume that the student has no family support or a poor education, or no job skills, or is otherwise, unable to help himself/herself. Be sensitive, sympathetic and caring toward your student’s journey while not allowing people to him or her to excuse their present-day responsibilities because of unfortunate, painful events in the past.

9. *JfL* encourages Champions ***NOT*** to loan money or succumb to stories of great woe. Rather direct the participant to appropriate resources / services if the needs are severe. Confidentially discuss situation with the Champion Team Leader as needed.

10. *Build* a Champion /student relationship on common elements. Find out hobbies or favorite sports teams, previous places of residence, information of children – these might prove to be possible points of connection. Often we have far more in common with others than we may initially recognize. Spend time just getting acquainted informally. Arrive prior to class for fellowship with the student and to share personal conversation.

11. Work with the Site Leader, Student Relations and Champion Team Leaders to prepare a final written evaluation of the student when he/she finishes the JfL training that will determine if the student has satisfactorily completed all of the course requirements. The evaluation will constitute the student's final grade for the course (pass /incomplete) and will be based on the student having faithfully fulfilled the course requirements and having developed a basic understanding of the course material.

12. Commit to continue to meet with the student after he or she has completed *JfL* training course and has found employment to insure that he or she becomes firmly established in the workplace. The support of the Champion and the site is crucial at this point. It may well make the difference between success and failure in the student's career. Provide the Site Leader with graduate update status.

© Jobs for Life™ 2008. All rights reserved.

Champion Misconceptions

1. ***There is a preset program the Champion needs to teach the student.***

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

2. ***Champions must be perfect.***

   Students do not expect Champions 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 to thinking
   - Holds them accountable with grace
   - Consistently walks their talk
   - Is committed and dependable
   - Is willing to admit mistakes
   - Is affirming and forgiving

3. ***Champions have all the answers.***

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

4. ***Champions are at least 83 yrs old.***

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

© Jobs for Life™ 2008. All rights reserved.

The Problem Solving Process

Assist students in becoming effective problem-solvers. This is one of the most important roles of a Champion. 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.** Champions 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
  Time-limited, rather than endless

- **Together plan a solution:**

  General alternatives. Ask 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 aloud 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 Champion.

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

© Jobs for Life™ 2008. All rights reserved.

Jobs for Life™ Graduate
SAMPLE Post Training Follow-up Update *(Optional)*

The following information will be submitted to _____
Site Leader

First Name	**Middle Initial**	**Last Name**	**DOB: Year**
Zip Code	**Marital Status** ☐**Married** ☐ **Single**		**Gender** ☐**Male** ☐**Female**
Race ☐**Caucasian** ☐**African American** ☐**Native American** ☐**Hispanic** ☐**Asian** ☐ **Other**			

***JfL* Training Start Date**		**End Date**		
Reason for End	☐**Graduate**	☐**Drop Out**	☐**Employed**	
Pre-*JfL* Status	☐**Unemployed**	☐**Employed**	☐**Under-employed**	☐**Welfare Recipient**

3 - 6 Months Post *JfL* Status

☐**Unemployed**	☐**Employed (same)**	☐**Employed (new)**	☐**Seasonal**	☐**Welfare Recipient**
☐**Terminated**	**Date**	**Entered School**	☐**Yes** ☐**No**	
If Employed,	**Employer**		**Job Title**	
Hourly Wage ($)	**Hours Per Week**		**Benefit Type**	☐**Full** ☐**None** ☐ **Partial**
Housing Post *JfL*	☐**Stable**	☐**Transitional**	☐**Homeless**	

9 - 12 Months Post *JfL* Status

☐**Unemployed**	☐**Employed (same)**	☐**Employed (new)**	☐**Seasonal**	☐**Welfare Recipient**
☐**Terminated**	**Date**	**Entered School**	☐**Yes** ☐**No**	
If Employed,	**Employer**		**Job Title**	
Hourly Wage ($)	**Hours Per Week**		**Benefit Type**	☐**Full** ☐**None** ☐ **Partial**
Housing Post *JfL*	☐**Stable**	☐**Transitional**	☐**Homeless**	

Send each scheduled update to: Attn: JfL Site Leader: (Site Leader's Name)
Email:
Fax:
Mailing Address:
Telephone Number:

© Jobs for Life™ 2008. All rights reserved.

For JFL Site Leader

Date Received: _____ Date Entered: _____

Reminder Dates:

Graduation Report: _____

3-6 Month Report: _____

9-12 Month Report: _____

© Jobs for Life™ 2008. All rights reserved.

Jobs for Life Confidential Student Progress Report

Champion_____ **Student Relations Leader**_____

Site Leader_____ **JfL Training Course Dates**_____

I. ATTENDANCE:

Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		(Graduation)
(√) or (N)																		
Scheduled Make-up Date																		

II. ASSIGNMENTS:

CLASS WORK COMPLETED

Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		(Graduation)
(√) or (N)																		----------
Scheduled Make-up Date																		----------

HOMEWORK ASSIGNMENT COMPLETED

Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		(Graduation)
(√) or (N)																		----------
Scheduled Make-up Date																		----------

MAKE-UP WORK COMPLETED

Class Work:

Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		(Graduation)
(√) or (N)																		----------
Date Completed																		----------

Homework:

Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		(Graduation)
(√) or (N)																		----------
Date Completed																		----------

III. GRADUATION STATUS [To be completed by Student Relations Team Leader and/or Class Relations Leader only.]

Student Met GRADUATION Requirements: Yes____ No____ Graduation Date:_____

© Jobs for Life™ 2008. All rights reserved.

IV. STUDENT PROGRESS UPDATES (For each entry, please write legibly, note entry date and name of individual making entry).

V. POST JfL GRADUATION FOLLOW-UP:

Follow-Up:	#1 Date	Contact Made By (Phone/Visit)	#2 Date	Contact Made By (Phone/Visit)	#3 Date	Contact Made By (Phone/Visit)	#4 Date	Contact Made By (Phone/Visit)	#5 Date	Contact Made By (Phone/Visit)	#6 Date	Contact Made By (Phone/Visit)
0-6 Months												
6 Months- 12 Months												
12 Months - Plus												

Post JfL Graduation Follow-Up Notes: (Please make entry legible, note date and name of the person documenting file.)

Date/Name:	
Date/Name:	
Date/Name:	
Date/Name:	
Date/Name:	
Date/Name:	

© Jobs for Life™ 2008. All rights reserved.