ABOUT JOBS FOR LIFE

Jobs for Life exists to connect the unemployed and underserved population of our community with the necessary tools to uncover and address the roadblocks which are keeping them from obtaining meaningful employment.

A lack of work contributes to poverty, crime, homelessness, domestic violence, substance abuse, unwanted pregnancies, divorce, and suicide. By helping Jobs for Life students discover and experience the dignity of work, Jobs for Life brings hope to the hopeless and helps break these destructive behavioral cycles caused by perpetual unemployment.

Jobs for Life is a network of churches, non-profits, ministries, and businesses in cities all over the world training men and women for work and transforming people’s lives.

JOBS FOR LIFE BRANSON

- Classes meet every Monday and Wednesday night from 6:00 P.M. to 8:00 P.M. at our Jesus Was Homeless location (310 Gretna Road).
- Each class is 9 weeks for a total of 18 sessions.
- New class begins every 10 weeks.
- Community members are encouraged to participate in Jobs for Life.
Jesus Was Homeless is a non-profit organization and is designated as a 501(c) 3 organization by the Internal Revenue Service. Jesus Was Homeless is a community organization dedicated to serve those who are hungry, homeless, and hurting by providing opportunities to grow spiritually, relationally, and physically. Jesus Was Homeless was founded in 2008 and provides meals to those that live in weekly and extended stay motels, employment training and access to healthcare. Jesus Was Homeless believes that lives can be transformed into a new way of living, hope can be restored, and that the cycle of poverty can be broken.

For More Information:
Contact us at 417.335.9915 or email us at Info@JesusWasHomeless.Org
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Here are some principles we at Jobs for Life and Jesus Was Homeless follow so as not to be a “hand out”, but rather a “hand up” to the folks we serve. Please make yourself familiar with them, and consider ways you can adopt them into your giving and mentorship.

The “Dependency” Progression:

- Give once and you elicit appreciation
- Give twice and you create anticipation
- Give three times and you create expectation
- Give four times and it becomes entitlement
- Give five times and you establish dependency

Before You Give:

- Never do for the poor what they have, or could have, the capacity to do for themselves
- Limit one-way giving to emergency situations
- Strive to empower the poor through employment
- Listen closely to those you seek to help, especially to what is not being said
- Above all else, do no harm

*Adapted from the book “Toxic Charity” by Bob Lupton*
Welcome,

We are excited to have you participate as a Mentor in the Jobs for Life (JfL) Training Course. Jobs for Life provides a unique job readiness training and support strategy that empowers students to be successful at work and at life.

Through Jobs for Life training, your service, compassion, time, and commitment to excellence will play an integral part in God’s work. Lives will be transformed through meaningful, mutually respectful relationships, the application of Biblical principles, and the acquisition of practical work readiness skills.

Remember that meaningful relationships are built more by what we do rather than what we say. Therefore, in all that you do, model what you teach and extend the love of Christ to those we serve. Below are some guidelines to make your experience easier and effective for both you and your student:

• Serve as an encourager, showing a warm, caring and accepting spirit
• Build relationships based on respect, understanding, dignity and trust
• Demonstrate leadership bathed in humility and accountability
• Season everything with prayer and grace
• Acknowledge your own brokenness and need for Christ’s saving grace

We trust this will be an extraordinary time for you personally as you permit God to work through you to provide hope to those seeking productive employment and a meaningful life.

Overview

Each student will receive a personal copy of the JfL Student Workbook (distributed in Class 2). Explain to the students that they will need their workbooks in each class to complete their assignments.

Student Workbooks contain key lesson points, reading assignments and interactive life-application activities designed to reinforce and apply learning. Student-centered, interactive learning is designed to be experienced throughout the training course through a variety of applications that include:

- Communication Exercises
- Lesson Presentations
- Class Discussions
- Small Group Discussions
- Role-Plays and Workplace Scenarios
- Career Assessments
- One-on-one Mentoring
- Ongoing Projects, Including Vocational Plans, Résumés, and 60-Second Pitches
- Individual and Class Reflection Exercises
- Required Tasks (to be completed outside of class)

These learning methods are woven throughout the Jobs for Life training course to engage adult students in an environment that will help them learn key knowledge, principles and skills while promoting a community of support and accountability. Maximizing the active participation of each student will make the experience more enjoyable for everyone and will ensure an environment for students to be successful.

Jobs for Life training is also delivered through guest speakers, invited from local businesses and community service organizations, who volunteer to participate in class presentations through an employer roundtable (class 7), interview questions/60 second commercial (class 11) and mock interviews (Class 12). This involvement in Jobs for Life training provides JfL students: (1) direct contact with employers, (2) possible job opportunities and (3) valuable insight from an employer’s perspective, (4) as well as access to available community resources that may assist JfL students in reaching their employment goals.
Here are some useful tips for Adult Learning that we have found essential for success:

**Notes on Adult Learning**

Jobs for Life training is designed to engage students as respected adult learners by following established Adult Learning Principles that include:

- Encouraging students to share their knowledge and experiences and including activities that utilize their expertise.
- Integrating self-reflective and problem-solving activities.
- Providing multiple ways for participants to learn material.
- Creating a participatory learning environment with a diversity of activities.
- Relating the content and skills to the student’s real life challenges and everyday experiences.
- Following a realistic time schedule.
- Avoiding criticism and acknowledging all students contributions.
- Creating a safe environment by providing positive feedback and showing respect to all students.
- Respecting all differences and encouraging students to respect one another’s differences.

There is a wide variety of resources that offer more detailed information about the theory and practice of adult learning methods. Jane Vella’s 12 Principles for Effective Adult Learning can be accessed online along with a host of other helpful information: GlobalLearningPartners.com.

**Applying Lessons Learned**

While learning key life principles from four Biblical role models, the course also provides opportunities for students to apply what they have learned so that they can better prepare for the workplace and for life. Through Jobs for Life training, students will:

- Understand God’s design for work and the unique skills and abilities they have been given.
- Understand the value and impact of positive character in the workplace.
- Discover their gifts, talents and abilities.
- Develop clear job and career objectives.
- Create a realistic and achievable road map (Vocational Plan) for their journey.
- Practice targeted interview questions.
- Learn effective communication, conflict resolution, and job sustainability skills.
- Be able to communicate their “Tell Me About Yourself” 60-Second Commercial.
• Acquire effective job search skills.
• Create a practical résumé.
• Be introduced to available community service resources.
• Be introduced to employers and learn from them how to retain a job through effective “employer satisfaction”.
• Understand the value of employee evaluations and ways to advance in a career.
• Form meaningful relationships with you the Mentor and an ongoing community of support.

By the conclusion of the class, the students will have all of the necessary tools to find and retain meaningful employment AND engage on a journey that will lead them to a productive life.

Remember, the curriculum is only one key of Jobs for Life and community-building, which focuses on building relationships, is another.

**Required Tasks**

To graduate from Jobs for Life training, students are assigned “Required Tasks” and are required to complete all lessons in the curriculum, which includes in-class assignments and take-home Required Tasks. Each JfL lesson has an assigned Task designed to enhance the application of learned principles and skills. Required Tasks will be handed out at the end of each class. Required Tasks are of great value, so we must keep them positive and job-focused by reminding students that all jobs have required tasks that must be fulfilled by employees.

Remember for many JfL students, homework may have been a challenge in school and may be viewed as a roadblock. Help students understand the value of completing each assignment. Encourage them to make the necessary time to do their self-study work. Recognize students for their work - give them reason to be proud of what they have completed. Remind students that Required Tasks will be regularly reviewed to ensure that they are grasping the lesson concepts and to document their work toward JfL graduation.

We recommend that Mentors be actively involved on a regular basis to:
• Assist his/her student with Required Tasks as needed.
• Review each assignment with the student to ensure proper completion.
• Verify that the student has understood what is taught.
• Help the student stay on track toward the JfL graduation.

Whether reviewed in class or out of class, Required Task review should be taken seriously and receive priority from JfL leadership for the following reasons:
1. Assignment completion is required to graduate.
2. If the Required Task is not reviewed, students will have less incentive to complete it.
3. Students who take the time to complete their assignments are serious about JfL. They will expect and appreciate “just in time” acknowledgement and review feedback that will help them grow.
4. Assignment review will help instill at least three critical job related character traits: 1) being responsible, 2) being accountable for our work and 3) being serious about our commitments.
5. Review time will provide quality time for the student to connect with his/her Mentor.

Jobs for Life Graduation Requirements:
JfL Students will be required to:

- Complete all class and Required Tasks.
- Complete a Road Map, 60-Second Commercial and Résumé.
- Miss no more than two (2) classes.
- Make up any class missed prior to graduation by completing the lesson and demonstrating knowledge of the material.
- Embody the principles taught at Jobs for Life (Would we be confident recommending this student as a personal reference or Would we be confident recommending this student to represent Jesus Was Homeless and Jobs for Life to a Business Partner).

If ALL requirements are met, the student is eligible to graduate with an official JfL Certificate of Completion.

Student Employed Prior To Graduation
If a student gets a job before JfL training is completed – CELEBRATE! Encourage the student to complete the training if possible to reinforce principles and skills that will help him or her retain the job, as well as help build patterns and relationships for a healthy life in general. If completing the course is not possible, wish the student well and offer ongoing support and encouragement as he/she begins this new journey. Make every effort to stay connected—the power of sustained transformation and change comes through ongoing supporting relationships. Remember -you model what will be expected by the student in the workplace.

Interactive Teaching And Learning
- Encourage students to participate and to be respectful to one another’s input.
• Rather than force participation, gently nudge students toward a point of discovery and growth, allowing them to reach a conclusion on their own once ready.
• Be an active listener. Listen intently. Affirm the importance of what someone has shared.
• Encourage and lead students in sharing their insights about what they have learned and in applying the content to their own life. Be willing to learn from them.

**Relationship Building And Rapport**

• Remember that trust and respect have to be earned—and they have to be given before they are earned.
• Be genuine.
• Set boundaries early on. Do not give students money or do for them what they can do for themselves.
• Greet each student by first name and spend time during breaks and before/after class to engage in conversation.
• Be open and willing to share your own feelings, mistakes and responses.
• Be sensitive to the students' particular needs.

Thank you for taking the time to read this manual. These are a few suggestions we have found to be successful and create an excellent experience for both you and your student. Thank you for being willing to invest in someone, for being part of the change and truly making a difference in someone else's life. Mentorship is the secret ingredient to what makes Jobs for Life so successful. What starts here, will change the world.

    God Bless – Your JfL support team, Ashley & Doug