

**JOBS** *for* **LIFE**<sup>™</sup>  
Site Leadership Guide

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 Site Leadership Team

# Site Leadership Team

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To begin, you will want to first recruit your volunteer leadership team. This group of dedicated leaders will assume overall responsibility for key functions for an effective JfL training course. In the Site Leader Guide series, *Site Leadership Team Job Descriptions and Sample Tools* provides sample job descriptions and planning tools for each key JfL function. One person can be responsible for one or two leadership team functions, (example: Site Leader may also be responsible for Business Relations or serve as a Course Instructor; a Champion Team Leader may also be responsible for Student Relations or serve as a Discussion Leader).

Depending on the number of JfL students in the class, two individuals, with compatible skills and experience, could co-lead each function, or a function leader could recruit a team of volunteers for added assistance. For example, if you have a class of 12 or more students, the Student Relations Leader may elect to recruit additional volunteers to assist in this role. The key is to provide the opportunity for volunteers to become engaged in Jobs for Life, as well as balance out volunteer roles to avoid overload, which robs us of the joy in serving.

Once you have reviewed the Site Leader's job requirements, you may decide to have someone co-lead the course with you. If so, recruit an individual whose temperament, talents and spiritual gifts brings a natural balance to what you bring, and who works well with you as a valued teammate.

## KEY VOLUNTEER LEADERSHIP SUPPORT FUNCTIONS

### PRAYER TEAM LEADER:

**Prayer Team Leader:** Coordinates and encourages a prayer team committed to pray regularly and specifically for all components and people involved with *JfL* training; on a regular weekly basis, collects and distributes all specific prayer requests and needs from course participants.

### STUDENT RELATIONS LEADER:

**Student Relations Leader:** Recruits and screens unemployed and underemployed individuals who demonstrate a strong desire to improve their work situation; helps administer the pre-class student survey; helps organize JfL celebrations (example: Class 8 Mid-point mini-celebration, Class 16 Mini-celebration and the JfL Graduation Ceremony); organizes and helps track post-graduation follow-up activities.

**CHAMPION  
TEAM LEADER:**

**Champion Team Leader:** Recruits, equips, directs and encourages a team of dedicated mentors to walk beside students throughout the JfL training course; reviews and updates student progress reports. To model taught life principles.

**BUSINESS  
RELATIONS  
LEADER:**

**Business Relations Leader:** Serves as the “ambassador” “spokesperson” for your site’s JfL efforts to the business community, calls on employers to introduce Jobs for Life training. Intentionally shares the mission, value and benefits of your work with business and community leaders. Works with the Site Leader to invite business representative to visit and participate in JfL training (i.e.

Employer Roundtables, Mock Interviews, etc.); Organizes a team of volunteers to identify local businesses that agree to list job openings with your site and interview qualified JfL graduates.

**COURSE  
INSTRUCTOR:**

**Course Instructor:** Teaches and facilitates the Jobs for Life Curriculum in a caring and professional approach to set the stage for learning and to create an atmosphere for student interaction and participation; consistently role models what is expected of students; works with Small Group Discussion Leaders and

Champions to ensure that students are learning and applying JfL principles; helps every student move closer to JfL Graduation.

**SMALL GROUP  
DISCUSSION  
LEADER:**

**Small Group Discussion Leader:** Leads small group discussion of 3-4 students during each JfL class; effectively facilitates the group time; encourages and shepherds students along the way. The number of Small Group Discussion Leaders needed are determined by course instructors and by the number of students.

**Optional Volunteer Function:**

**ADMINISTRATIVE  
ASSISTANT:**

**Administrative Responsibility:**

Jobs for Life training includes various administrative functions such as: maintenance of all course records (student applications, attendance, etc.); coordinate and oversee student/volunteer information; direct all classroom logistics (room setup, materials, food, childcare, student transportation), and serve as the point person of contact for all reported absences (volunteers and students). As the Site Leader, you may want to recruit a volunteer to assist with all of the above. Administrative responsibilities are detailed in the Site Leader section of this guide.

Once the Site Leadership Team has been recruited, meet individually with each volunteer team member prior to the Site Leadership Team orientation to review his/her specific responsibilities, timelines and needs.

1. Meet with the **Prayer Team Leader** to:

- Review *Jobs for Life* Prayer Leader commitment and responsibilities.
- Review *Jobs for Life* training objectives and assess the role of a dedicated prayer team to provide consistent prayer coverage from pre-class preparation through post-graduation follow-ups.
- Compile a detailed list of all areas that need prayer coverage (i.e., God's presence and work in every individual engaged in this training; for the transformation of minds and hearts through His Word and through Jesus Christ; class preparation; recruitment of volunteers and student; for students and their families; course instructors, champion /student relationships; the Site Leadership Team; employment/job opportunities; guest presenters; JfL Graduation, etc.
- Develop a plan to a) provide prayer coverage for each class and b) communicate all *Jobs for Life* prayer requests to the Prayer Team.
- Recruit and equip additional Prayer Team volunteers.

*Jobs for Life* recognizes that no curriculum, training, or support by themselves will effect the change we hope to see in the lives of those involved with *Jobs for Life*. For hearts to change, for lives to change, the supernatural work of God must take place.

Through prayer, we acknowledge that we need God to work in people's lives so that they might experience true change. We also demonstrate our dependence on God and our need for His wisdom and strength as we strive to make unemployment and poverty a distant memory. Prayer is the key to success as you go further and deeper into the issues of students' lives. Prayer, therefore, is not something we ought to do, it is something we must do, and it should be a foundational element for every *Jobs for Life* Site.

2. Meet with the **Champion Team Leader** to:

- Review the Champion Leader Guide and support material.
- Develop a plan and timeline for champion recruitment, selection and champion orientation.
- Prepare Champion recruitment materials (job description, class schedule, leadership expectation, etc.).
- Select a place, date and time for Champion Orientation.
- Develop a reporting system to receive student progress updates from Champions.
- Schedule 3-4 informal Champion Gatherings throughout the JfL training course to encourage and support Champions. (Prayer time, potluck dinners, etc.)

3. Meet with the Student Relations Leader to:

- Develop a plan and timelines for a student recruitment screening criteria and orientation.
- Select date, time and place for applicant interviews and screening
- Determine recruitment materials needed (student application, etc.)
- Identify the available faith-based and community resources for prospective student resource.
- Select and schedule place, date and time for Student Orientation.
- Review JfL Graduation criteria and evaluation process.
- Review all components of JfL Graduation Ceremony
- Create list of potential keynote speakers for 10-minute message of hope and affirmation. (Once a speaker is selected, extend the invitation early and follow-up for confirmation. As the graduation draws near, update the keynote speaker on the number of graduates. Plan to share student stories to help the speaker better understand the levels of achievement made by JfL graduates.
- Plan the logistics, budget needs and processes to cover a) Student Orientation b) JfL mini-celebrations for Class 8 and 16 (the Site Leader, Course Instructor and Student Relations Leader should work together to coordinate these events.) c) JfL Graduation ceremony and d) post-JfL graduate support.

4. Meet with the **Business Relations Leader**:

Jobs for Life training does not guarantee job placement. However, JfL Sites should work toward building partnership that will connect JfL students to business resources that may open job opportunities.

The Business Relations Leader is your “ambassador” who will build the bridge between Jobs for Life students and local business and community leaders. He or she will help introduce, educate and connect employment resources to JfL training.

Together, the Site Leader and Business Relations Leader should develop a defined strategy for ongoing relationship development with local employers. To begin:

- Identify at least ten to twenty (10-20) existing employers and community resources within your local network to research and contact for a 20-minute face-to-face meeting on the benefits of Jobs for Life training. JfL recommends beginning with a local Christian Business Network and business leaders within the Site Leadership Team church family. (See JfL Business Relations Leader section of this guide for a detailed overview.)
- Ask each Site Leadership Team member to identify 4-5 individuals from their personal network of connections for the Business Relations Leader or Site Leader to contact on behalf of the JfL training course.
- Develop a tracking and follow-up plan for community contacts.

- Identify and invite guest participants for classes 7, 8, 11 and 12. (Invite the Course Instructor to help with the selection of guests.) Be sure to follow-up with invited guest presenters the week before their scheduled visit to confirm place, dates and time.
- Be sure to schedule regular follow-up meetings with the Business Relations Leader to review business development progress.

## JOBS

With our changing economy, JfL students will best be served by equipping them with proven character traits and learned skills that will help them find, secure and maintain employment on their own.

It is important that Jobs for Life™ students understand that 1) JfL training is not a job placement course; 2) that jobs are not guaranteed by this training, 3) that they are responsible for their own their job search.

### **Business Relations and Employers:**

Effective ways to engage businesses in Jobs for Life:

- First and foremost, train and equip JfL students to meet local employer needs. Employers need qualified workers - employees with integrity and good character. If good character traits are well rooted in a person's life and there is a genuine willingness to learn, many employers are willing to train the necessary skills in certain level positions. The priority of JfL training is to meet the employers' needs through JfL graduates who demonstrate that sought after integrity and character and who have an ongoing support system in place to help them be successful in a new workplace.
  - Educate community and business leaders on the benefits of hiring JfL graduates.
  - Offer employers who participate in JfL training first choice to interview JfL graduates.
  - Engage individuals from local businesses in JfL training classes. Invite them to:
    - a. Observe a class
    - b. Participate in an Employer Roundtable discussion
    - c. Serve as an interviewer during JfL Mock Interviews
    - d. Provide an easy way for employers to share job openings and interview JfL graduates.
5. Meet with the **Course Instructors** to:
- Develop class logistics
  - Review the student recruitment criteria
  - Review training timelines and training material needs

- Establish an “emergency” backup plan to cover unexpected course Instructor or Discussion Leader absences.
- Discuss JfL mini-celebrations at Class 8 and 16. (The Site Leader, Course Instructor and Student Relations Leader should work together to coordinate these events.)

The Jobs for Life curriculum is an interactive driven training. The JfL Instructor Guide provides instructors the information needed to prepare for and deliver each lesson. The Site Leader will need to work directly with the JfL Course Instructor(s) to ensure effective curriculum delivery and student involvement in every class.

JfL Course Instructors are qualified volunteers who teach the JfL course curriculum. Instructors are individuals who have a heart for God’s Word and for people in need. Course Instructors are effective communicators who possess interpersonal skills that actively engage class participants in a manner that helps them transition JfL training from “theory” to real life application. Pastors, laymen, business people, community leaders, and other volunteers have taught JfL classes.

The key is to maintain a sense of consistency and connection from class to class. JfL recommends a maximum of three (3) instructors per training course. If team approach is used, it will be important all instructors regularly meet together (by phone/face to face) to review and assess the direction of the training and the connection to the students. Instructors will be responsible for tracking student progress toward graduation.

6. Meet with **Small Group Discussion Leaders** to:

- Develop a plan to schedule and equip designated Small Group Discussion Leaders for each JfL class.
- During the 16 Class JfL Training Course coordinate and equip Discussion Leaders for each JfL Class. Work directly with the instructors and discussion leaders to ensure effective JfL curriculum delivery.

Small Group Discussion Leaders play a vital role to Jobs for Life community building. This role can be filled by a Champion or a volunteer who commits to serve as a dedicated discussion leader for the full duration of the JfL training course, (a Champion and a volunteer discussion leader could co-lead a small group, rotating leadership responsibilities). Discussion Leaders will have the opportunity to “shepherd” and build relationships with group members. Once a week discussion leaders should meet with the Site Leader or Instructor to evaluate student progress and group activities. This can be completed in a short period of time before or immediately after class.

Small group discussions, facilitated by designated leaders, will cover the principles taught in the lesson. They provide a) a time for students to share and learn from one another as they process and internalize key teaching points, and b) an opportunity for the JfL Instructors,

discussion leaders and the Site Leader to observe and evaluate student progress. (A Small Group Class Discussion Overview that breaks out each small group discussion is available online at [www.jobsforlife.org/Resources](http://www.jobsforlife.org/Resources).)

It is not intended for the discussion leader to teach or instruct the small group, but to facilitate and guide a discussion with questions from each lesson that produce a group response and involvement, and help assess students' understanding of JfL trained concepts and principles. The responsibility of the Discussion Leaders is to serve as a JfL support member who will:

- Facilitate and guide discussions by asking questions that will produce a group response and involvement
- Engage all group members
- Encourage and stretch students in their thinking
- Facilitate the process of group members getting to know one another.
- Build a safe place, a small caring community of support with their group members
- Help review and document completion of student assigned tasks.

**Building Community:** In the classroom discussions, students can be moved around to provide the opportunity to connect to more people. Yet, to establish a point of consistency for students, JfL suggest that, whenever possible, maintain the same small group throughout the JfL training course. This creates a "safe place" for sharing from class to class and builds a smaller community of support for each group member. It is in this setting that students begin to support and care for one another and learn how to hold one another accountable for their actions.

Many JfL classes teach both men and women. Valuable interchange occurs in class discussions between men and women. However, issues that come up in small group discussion are often very personal. A group of the same gender would provide a more comfortable, open environment for sharing. Each participant will have the opportunity to express how learned principles or job training skills apply in his or her own life and relationships. For some participants, this setting may provide a rare opportunity where they share on a deeper level with adults whom they can trust.

## **Site Leadership Team Orientation**

**30 to 14 days prior to Class 1**

A key to an effective and united Site Leadership Team is that everyone knows and understands what is expected of them and how their function impacts the overall Jobs for Life training course. Outline how each key function supports each team member and student. During orientation work with your team to establish:

- Student achievements of key goals that will be recognized and celebrated along the way;

- The “environment” or “culture” for the team to build and model;
- Effective systems to address and process class/student issues and student progress.
- Critical timelines and processes that need to be in place to measure JfL training success.

Stay connected to your volunteers throughout the course to encourage them in their commitment to the students.

### Thoughts to Consider: Heart Connections

Emphasize the importance of:

- Building lasting relationships and community with all JfL participants
- Setting the example – genuinely modeling what is taught.
- Personal integrity - keeping commitments – keeping your word.

Jobs for Life training is people oriented – all of which connect at one or more points throughout the course of this training. Part of JfL success relies on “heart connections” that stem from meaningful relationships between volunteers and students. Genuine concern, sensitivity and respect shown toward one another, as well as the willingness of JfL leaders and volunteers to receive something back from each student, contributes greatly to an effective life-changing experience.

JfL Leadership is more than performing a task — it is also about setting good examples for others to follow. Use each class as an opportunity to model what the leadership team expects from its students. Come to each class prepared to serve with a willing spirit and openness to connect with those around you.