

Lake Region State College

Earn and Learn

Apprenticeship Program

Mentorship in Apprenticeships Training Guide

In this guide, you will find instructions and procedures on how to conduct a mentorship program, as is required by the Department of Labor (DOL) apprenticeship program standards.

We will cover expectations of an employer sponsor in the mentorship program, expectations of mentors, expectations of apprentices being mentored, and tools and tips on how to implement a successful mentorship program.



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Apprenticeship meets business needs of qualified workers in more than 1000 occupations, including careers in health care, information technology, transportation, and energy. As an "earn- and- learn" model, apprentices are employed and earn wages from the first day on the job. As a workforce strategy, apprenticeship contributes to higher performance outcomes in employment, retention, earnings and credential attainment. Mentoring makes a difference to effectively transfer knowledge from experienced workers to apprentices.

1. INTRODUCTION: IMPLEMENTING AN APPRENTICESHIP PROGRAM

Successful mentoring produces many benefits. This includes safety, stronger teamwork, improved quality and quantity of work, less waste, lower turnover and more efficient work habits. As a team, we all are a part of making this happen. Together, we can create the best possible mentorship program for our apprentices and ourselves. We must remember this can be a winning situation for everyone!

Although there is a lot of time and work put into it, everyone wins in an apprenticeship program. Employers have less turnover, apprentices gain hands- on knowledge and no debt, and mentors will have better quality help in their new co-workers (the apprentices). As a mentor, YOU have the cards to do quality hands on training with your apprentice(s)—the people who will be coming in to be your co-workers when all is said and done. You both can benefit from you teaching them your tips and tricks. The more knowledge you share with them, the better able they are to assist you in the future! It's a lot of work, but it's a lot of benefit, so we need to do everything we can to strive to meet the needs of all involved wherever possible, so we can have an amazing program TOGETHER!

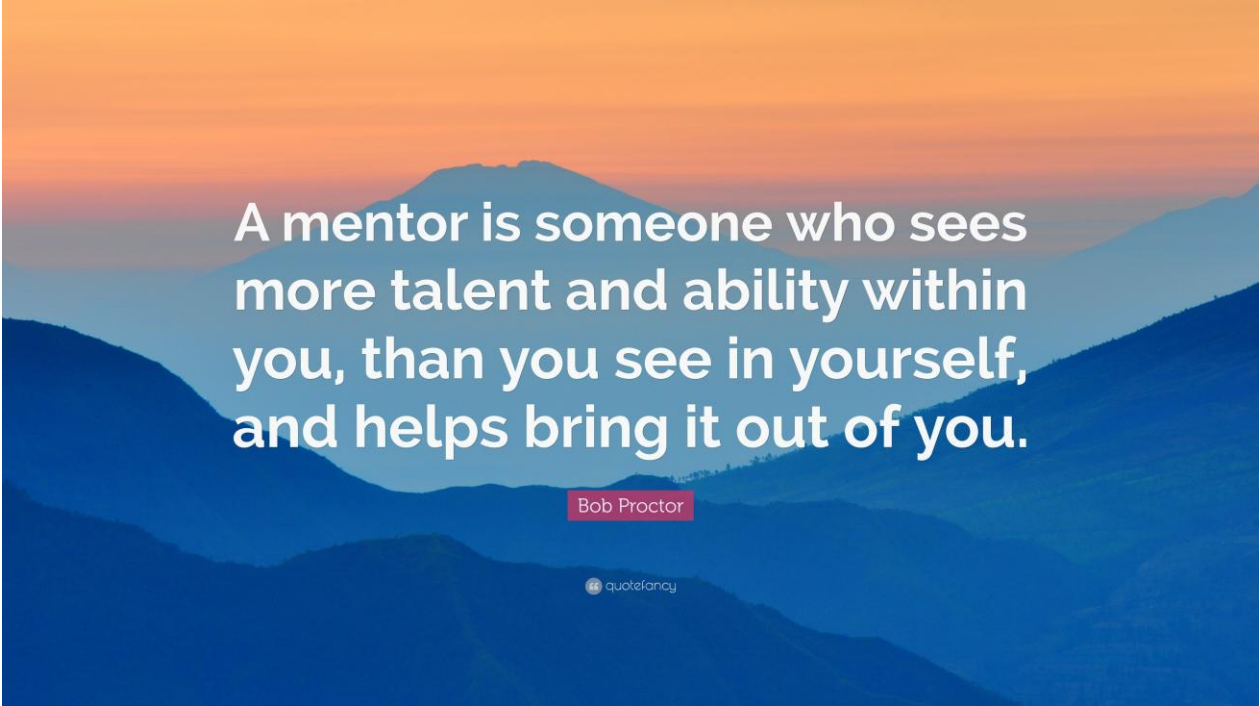
Apprenticeships require commitment from senior management to frontline supervisors to the workers at the site. Careful planning with a long-term view goes into development of an apprenticeship program. A tremendous amount of work occurs before the first mentor an apprentice are brought together. Each participant must understand his or her role to guarantee the apprentice has the resources to attain the skills required to succeed.

WHO MAKES UP MY TEAM IN THE APPRENTICES MENTORSHIP PROGRAM?

1. The Employer Sponsor—A designated representative for the company employing the apprentice
2. The Lead Mentor—A person assigned by the Employer Sponsor who is responsible to be the primary mentor for a specific apprentice
3. The Apprentice
4. Lake Region State College

INFORMATION YOU NEED TO KNOW:

In the next sections, we will break down the information you need to know. The sections are color coded. **Green is information for everyone**—Employer Sponsors, Mentors, and Apprentices can all gain valuable knowledge from this portion. **Blue is information specific to Employer Sponsors**. **Pink is information specific to mentors**—it is recommended that everyone at least glance through this section to gain knowledge on the key aspects of mentoring, however, it does not need to be gone through in detail for anyone who is not a mentor. **Purple is Apprentice specific information**. There will also be a **FAQ's section with information for everyone in tan**.



A mentor is someone who sees
more talent and ability within
you, than you see in yourself,
and helps bring it out of you.

Bob Proctor

 quotezany

What are my roles/ responsibilities? I am a		
Mentor	Employer Sponsor	Apprentice
Mentoring- Attend weekly meetings as outlined below. ** Respond to bi- weekly check ins sent by LRSC staff if help is needed or there are question/concerns/comments that need addressing.	Developing internal apprenticeship program policies/procedures within your company.	Meet the requirements of the Employer/employee agreement, LRSC, and US Department of Labor Standards of Apprenticeship
The 8 mentor roles 1. Teacher 2. Guide 3. Counselor 4. Advisor 5. Motivator 6. Door opener 7. Coach 8. Role model	Hiring apprentices/onboarding paperwork	Mentoring - Attend weekly meetings as outlined below. ** Respond to bi- weekly check ins sent by LRSC staff if help is needed or there are question/concerns/comments that need addressing.
Hands on training	Mentoring- * Assigning each apprentice to a lead mentor and making sure they know how to contact each other for the required mentor meetings and are knowledgeable about meeting requirements. (You do not need to attend mentor meetings but be knowledgeable about the requirements if there are questions/concerns with them.)	Trainee- Be a respectful trainee. Ask questions of your mentor when necessary. -- remember that they can't be inside of your head! If you aren't comprehending what they are saying, you need to COMMUNICATE that to them! Be patient with yourself, and be patient with them. Learning is hard; so is teaching. You have to be a team to be successful!
** Meetings must occur at least once weekly and last between 15-30 minutes. They can be face-to-face or virtually. Meetings topics should be a basic "check in." How are things going? Is there anything you are struggling with or need help with? What areas do you feel you are doing good at, etc. -- It can really be anything		

EMPLOYER SPONSORS

In the apprenticeship program, there are some things you as an employer sponsor need to know. This section will outline what standards must be followed for apprenticeships, your roles and responsibilities as an employer sponsor, and basic procedures of the program that you should become familiar with.

As partners in the Registered Apprenticeship Program, we are required to follow standards and regulations set by certain entities. We do have flexibility in adapting the program in certain areas, but some are not “adjustable” as the apprenticeship program must fully comply with their set standards.

1. Regulatory boards- examples of this include the Board of Nursing; NICE regulations for cybersecurity; etc
 - Apprentices are expected to respect and follow all rules set forth by any regulation board pertaining to their field of study, as any other employee would be upheld to.
2. Higher Education
 - Apprentices must follow the curriculum set by LRSC to earn their degree. An apprentice has the same classes as any other student who would be going into the same program without an employer sponsorship. They must uphold any standards set by LRSC or Higher Education boards as any other student would. Examples of this would be meeting a minimum GPA requirement set by a program director to remain enrolled, making up any missed clinical time within the allotted time frame, etc.
3. Department of Labor Requirements-
 - Apprentices must comply with the Department of Labor Requirements in order to obtain their certificate of completion. Examples of this are completing all courses (obtaining degree) and completing 2000 total OJT hours as required. We will discuss DOL requirements more in the FAQ section.

What are my Roles and Responsibilities?

1. Develop an internal apprenticeship program procedure within your company that includes:
 - Hiring apprentices- We will cover this procedure in detail in the FAQ section
 - Mentoring-
 - You will be responsible for assigning each apprentice to a lead mentor and making sure they are both aware of who they are paired with and how they can reach each other for the required 15-30 minute weekly mentorship meetings
 - Mentorship meetings may be virtual or in person and are covered in depth later in this manual
- Construct employer agreements/fill out forms
 - You will be responsible for filling out multiple federal forms/contracts between LRSC and your company and making and upholding an employer/employee contract

MENTORS

We have all learned something from a mentor in our lifetimes. Every student or even a child has experienced mentoring when practical knowledge is passed on by a teacher or parent. Mentoring in the form of casual relationships has existed ever since older, experienced skilled workers showed new hires how to do the job right. A formal mentoring program brings a structured framework to that relationship.

You may have served as an informal mentor during your time of employment even if you did not use that term to describe your role in guiding new hires. This program for mentors is not meant to complicate your view of what you may already do. The goal is to bring more structure to the process and give you some tools to be a more effective mentor.

The relationship between the mentor and the apprentice is the foundation for the apprenticeship. You will be able to build a strong relationship with your apprentices as you perform some of your required mentoring duties. Remember that your apprentice is not only your “student” but your team member. What “tricks of the trade” can you share with them? What do you wish you had learned earlier? Do you have any helpful study tips you used? How is your apprentice doing overall? Do they need help in any areas (on the job, with classes, or with something else in general?) Is there anything that you can help them with personally or do you know where to direct them to get the help they need? You are NOT expected to be their official problem solver, but you are expected to be a resource where possible. It is mandatory that you check in with your apprentice at least once weekly. These meetings do not need to be super formal. They can be virtually or in person. A representative from Lake Region State College will reach out bi-weekly to check in with both the mentor and apprentice. This is the perfect opportunity to bring up any questions or concerns or make any comments in general. This is where we at LRSC look for feedback on how things are going and if there is anything we can help with. Never hesitate to send an email or call prior to any check in—we are ALWAYS here to help in any way we can!

As a mentor, you are vital to ensuring that the next generation of workers maintains the skill level, work ethic, and professionalism that you offer as a role model. **You are not alone in this mission; you are part of a team which supports the mentoring relationship!**

The key to effective apprenticeship is the role of the experienced employee as a teacher or coach for the new hire. It shows that most skill learning occurs during “hands- on” learning sessions. This may happen after classroom instruction. This approach to teaching gives the new hire or apprentice a chance to apply lessons learned.

YOUR ROLE AS A MENTOR:

As part of a successful apprenticeship program engaged by your company, you have been selected to serve as a mentor and trainer for an apprentice. Your responsibility is to ensure the success of these apprentices as they navigate their way through this education process. As stated above, sharing your experience and expertise helps the apprentice learn how things are done at your company and serves to pass on your knowledge and expertise.

THE LRSC TRAIN THE TRAINER COURSE

This course provides you with additional mentoring skills and tools needed to support the apprentice. Time spent in preparation for your apprentice ensures the success of your company's participation. This manual is available in both hard copy and online. Forms are located at the back of the manual and can be printed off for your use. All forms will be discussed during the first meeting with LRSC, the apprentice, and you as the mentor.

2. COURSE OBJECTIVES

PROFESSIONAL BEHAVIORS

THE MENTOR

- A. Will be a source of motivation, fuel an apprentice's aspirations and a passion for learning.

This is where your role as "cheerleader" comes in. Be a motivator. When times get tough, help them see the good, help them believe in their abilities. Sometimes we all need an extra push to see that we can accomplish great things even when times get tough. Your role as a mentor is to be a listening ear when needed and helping hand where possible. Sometimes a "Hey, you know what, that's a really hard thing to master, it takes time... you will get it next time!" "You weren't quite there, but you gave it a great effort!" goes a long way. What was hard for you that you are a pro at now? How did you "push through" the hard times when you were feeling down and unmotivated? We've all been there! Sometimes the biggest thing you can do for someone is just be there and be supportive.

- B. Always operate to ethical and legal standards and within professional boundaries;
- C. Will value equality and diversity and work with others to improve equality of opportunity and inclusion
- D. Be resilient and adaptable when dealing with challenge and change, maintaining focus and self- control; and
- E. Demonstrate, encourage, and expect mutual respect in all professional contexts.

At the end of this course

The mentor will be able to:	The mentor will understand:
Provide mentoring support.	Procedures for effective mentoring.
Advise, guide, and supervise learners to acquire the most benefit from their learning program.	Effective practice in providing accurate and relevant vocational/pastoral advice and guidance.
Communicate and collaborate effectively and use effective questioning, listening and assertiveness skills.	Effective questioning, active- listening, and assertiveness techniques.
Work with education providers and workplace colleagues to plan and implement structures and meaningful learning and work experiences.	Learning program requirements and then need to plan contextualized learning in authentic or realistic work settings with the learner support team.
Liaise with assessors, coaches, and/or teachers to facilitate formative and summative assessment of learners' progress and well-being, to education-providers and/ or workplace colleagues.	The roles of assessors, coaches or teachers in providing practical help with assessment processes and requirements.
Identify and refer issues relevant to learners' progress and well-being, to education-providers and/or workplace colleagues.	Who has legitimate need to be kept informed of issues impacting the apprentice's well-being and progress.
Collaborate with the wider education support team to review learners' progress and to provide evidence of progress and achievement.	The mentor's role in supporting the apprentice's development and how to provide valid evidence of progress and achievement.
Maintain appropriate records for the learning program, complying with quality, confidentiality, and data protection requirements.	Organizational and legal requirements of recording, storing, and sharing information on the apprentice's progress, needs and welfare.
Liaise with relevant colleagues to support implementation of learners' action plans.	The roles of workplace and education provider colleagues who contribute to learners fulfilling their action plans
Be vigilant in safeguarding learners and others in contact with them	How learners may become physically or psychologically at risk and channels for reporting concerns.
Maintain the currency of their vocational and professional skills	Opportunities for continuing professional development.
Comply with internal and external quality assurance requirements	Quality assurance requirements relating to the mentoring environment.

3. MENTOR TRAINING CURRICULUM OUTLINE

i. **WORKPLACE DIVERSITY**

- A. Different generations in the workplace
- B. Diverse backgrounds in the workplace
- C. Women in the workplace
- D. Communication and respect: Keys to working with differences

ii. **MENTORS AS TEACHERS AND ON-SITE ADVISORS: WHAT IS A MENTOR?**

- A. Qualities of a mentor
- B. Mentor roles
- C. Mentors as coaches

iii. **GIVING INSTRUCTION**

A. Adults as learners and learning styles

- 1. Auditory (hear)
- 2. Visual (see) by written or a picture
- 3. Kinaesthetic (doing)

B. Passive vs. Active learning: cone of learning

C. Hands-on training

- 1. Prepare for training
- 2. Open the session
- 3. Present the subject
- 4. Practice the skills
- 5. Evaluate the performance
- 6. Review the subject

D. Five Steps of the Mentoring Process

- 1. Establish shared mental model
- 2. Mentor shows task and apprentice observes
- 3. Mentor observes apprentice
- 4. Mentor observes apprentice and gives feedback
- 5. Mentor and apprentice debrief

iv. **MENTORS AS EFFECTIVE COMMUNICATORS**

- A. Facts, opinions, Proposals
- B. Non-verbal communication

v. PROBLEM SOLVING

- A. Barriers to problem solving
- B. Joint problem-solving method

4. WORKPLACE DIVERSITY

This course does not offer any conclusions or generalizations about how people view the world based on their age, gender, ethnicity, religion, sexual orientation, disability or country of origin. Every person comes to work with his or her own approach. The mentor will get to know the apprentice as we all wish to be known, as an individual. Mentors and apprentices can develop their teaching and learning together. This happens when both are committed to work with their differences to reach their goals. The mentor is a bridge to help value difference. At core, the respect we all want for ourselves as individuals is the value mentors need to represent.

DIFFERENT GENERATIONS IN THE WORKPLACE

The current workforce includes different age groups that bring a variety of attitudes and approaches to work. The age groups have been described as “Baby Boomers” (born 1946-1964), “Generation X” (born 1965-1980), “Millennials” (born 1981-1996), and “Gen Z” (born 1997-2012). Sociologists describe these groups as having different attitudes about work ethics, views of authority, and relationships. Not everyone fits into any one generalization, so the mentor will need to keep an open mind, while also remaining aware of the differences.

DIVERSE BACKGROUNDS IN THE WORKPLACE

The U.S. workplace includes people with different ethnicities, religious backgrounds, and countries of origin. Sometimes mentors will work with folks who speak with an accent because English is his or her second language. They might speak a dialect from their home community that is unfamiliar to the mentor. These encounters offer the opportunity for learning about different cultures for the mentor and apprentice. Since the apprentice is new to the job site, the mentor will need to take the time to understand how the apprentice is coping, especially if they are a minority in the shop. Maintaining an open curiosity about the wonders of humanity goes a long way to make the relationship fulfilling to both mentor and apprentice.

WOMEN IN THE WORKPLACE

Women represent nearly 52% of our population, and they are taking on non-traditional jobs, such as mechanic. The aim of gender equality in the workplace is to achieve equal outcomes for women and men. The mentor relationship can help to make that happen. Males in the shop might need to use different terms and consider that females might not appreciate some joking. Communication, respect, and working together will help women and men succeed in the modern workplace.

COMMUNICATION AND RESPECT: KEYS TO WORKING WITH DIFFERENCES

Discussing differences requires mutual respect. The mentor and trainee can have many conversations that can bring them closer. No one expects mentors to solve all the problems of the world. However, mentors can overcome difference with their apprentice. Open and honest discussions coupled with respect can open the door for effective communication and overcoming differences.

5. MENTORS AS TEACHERS AND ON-SITE ADVISORS

Mentoring has proven repeatedly to be a powerful and effective tool for training. The need for mentoring, knowledge sharing, and skill building continues to grow.

A Mentor is a teacher who assigns tasks and reviews performance; but a mentor is more than a teacher. A mentor facilitates personal and professional growth in individual by sharing the knowledge learned throughout the years. **The desire to WANT to share these “life experiences” is characteristic of a successful mentor.**

Mentoring links an experienced person (mentor) with a less experienced trainee (apprentice) The mentor demonstrates how to do a job. This relationship fosters the apprentice's abilities, career development, and professional growth.

A mentor could be called a “learning leader”, one who shows a trainee how best to learn a process for getting the job done. Because not all procedures are clearly spelled out in the classroom or in manuals, mentors fill in the missing elements by showing trainees how tasks are completed in actual work settings.

A **structured mentoring program** requires that the mentor and trainee work together to reach specific goals. The mentor and the trainee need to provide feedback to each other to ensure that their goals are met. With so many highly experienced professionals on the verge of retiring, mentoring offers those individuals an opportunity to pass on their vast amount of experience to others. Although not all highly proficient technicians have what it takes to become mentors, there are those who have the right attributes to provide excellent on- the- job training in real world job settings.

Mentoring is best accomplished as part of a formal apprenticeship training program where:

- Classroom training provides students with basic theory and general understandings;
- Hands-on instruction applies that understanding in the classroom, in a lab or in a controlled work environment; and
- Students get to work alongside an experienced professional on the shop floor to apply the knowledge and skills they have learned in other aspects of their training to real life jobs, jobs they will be expected to do every day.

"OJT is intended to be mentoring in its purest form" Chuck Hodell (2011) ISD From the Ground Up Training is a one- time structured process conducted at the trainee's work area to provide the trainee with the knowledge and skills to perform job tasks mentoring is an ongoing guidance designed to help trainees gain skills required to perform their job.

QUALITIES OF A MENTOR

Desire to Be a Mentor

- Enjoy helping people learn
- Sincere
- Honest

Good Work Habits

- Role model for expected behaviors
- Praise for a successful performance
- Providing assistance
- Rescue trainees(apprentices) before they fail on their own

Sense of Humor

- Laugh off some of the things that will go wrong
- Say that it's ok when someone makes a mistake
- Remember that mistakes in training are not the end of the world

Good Communication Skills

- Present information clearly and consistently
- Demonstrate good listening skills
- Provide timely and effective feedback

Patience

- Tolerate mistakes
- Repeat information as needed

***Remember, the apprentice is taking in a bunch of information all at once both from school and on the job. Just because you've done it 100 times and shown them over and over doesn't mean it "clicked." Maybe the teaching method needs to be adjusted? Maybe they need to write it down and refer to it in the future if they aren't already. Maybe they need to just "do" it and repetition, repetition, repetition is what is needed to make it "stick". It may be easy to you after years of practice, but it is all new to them.*

Nothing is more disheartening and discouraging than to feel like you are not picking up on something as quickly as you should be. Most people who are having a hard time KNOW they are having a hard time. It does get frustrating to repeat and repeat and repeat and feel like you are getting nowhere but re-evaluate and put yourself in their shoes. Reformat a new plan of action of "How can I help you understand this? Can I re-word this? Tell me what you are understanding of what I am saying and then we can fix what you are misinterpreting."

Communication is vital in this area. Stating your needs from each other is very important here. "I need you to write this down for future reference so you can go step by step next time and then ask me personally for help again after if you still don't know what to do. I don't think you are retaining it well just by me saying it. There are a lot of steps in this process, so it's best to have a reference to look at until you get more comfortable doing it on your own without it."

--Here is where it is also VERY important to note it's not always what you say, but how you say it. Note the difference between how the above sentence comes across vs saying something like:

"You need to write this down because you aren't getting it and I'm not going to keep repeating it!"

They both accomplish the same outcome of getting the apprentice to take notes and refer to them, but which will have a better outcome? The second sentence will create a lot of un-necessary tension and will not make a strong mentorship bond where the first one is supportive, constructive criticism. Be mindful of how what you say can be perceived.

It's also important to listen to your apprentice if they say, "I'm not understanding that, can you repeat it?" and looking for the non-verbal cues from them because a lot of people have a hard time coming straight out and saying, "I don't get it." It is time consuming to teach, but it is necessary. The better you help teach your apprentice, the stronger they will be when they enter the workforce. Remember you are on a team with your apprentice, and you want to build the best team you can, even when it's hard!

MENTOR ROLES

There are **eight essential roles of a successful mentor**. Which role is right for the mentor depends on the mentor's abilities and the apprentice's needs. The mentor and apprentice will need to determine which relationship fits. Some roles may not start as planned, but through subtle actions, the relationship between the mentor and the apprentice may evolve over time. At times, mentors may not even be aware they are performing these roles.

Teacher

This role requires the mentor to share experiences as a seasoned professional. First, however, the mentor needs to be aware of the skills needed to perform jobs tasks successfully. It's important to share lessons learned from past mistakes to strengthen the mentor apprentice relationship. The teaching role also requires mentors to step back and understand that the apprentice is just beginning the learning process. Sometimes, veteran professionals know their work so well that they tend to assume that the apprentice already has some basic understanding of the job. Mentors must be able to see the job as the apprentice does and remember how difficult it was to learn new skills.

***We all started somewhere! We were all "new" at a job once. Be patient and remember becoming a good, efficient, "star worker" is a process that does not happen overnight!*

Another thing that is important to remember is to focus on the "positive" and give praise vs. focusing on the "negative" and giving criticism. Don't focus on what they are not doing well at. It's good to address it, but don't dwell on it. They aren't doing well at it YET! Time is the best teacher. Remember that we all have strengths and weaknesses and just because something came easily to you when you started doesn't mean that will be the same case for them. What areas are they naturally strong at? Be sure to give extra compliments on things they are doing very well at. It's a lot easier to take criticism if you are hearing compliments MORE. If all you hear is what you are failing at, it's easy to get the attitude of "why bother, I can't do anything right anyway... nothing is ever good enough so why try?" Positivity is key!

Guide

As a guide, the mentor helps the apprentice to navigate through the job and the inner workings of the organization. "Behind the scenes" or shop politics are not always obvious to an outsider. The mentor should explain "unwritten workshop rules" so that the apprentice can become aware of the shop environment. This includes knowledge of special shop procedures that are not always documented. It could also include policies under consideration.

Counselor

The role of counselor requires the mentor to have a trusting and open relationship with the apprentice. The mentor needs to stress confidentiality and show respect for the apprentice. Mentors can promote confidentiality by not disclosing personal information shared by the apprentice. Listening is also very important. It is another way to show respect.

Advisor

This role requires the mentor to help the apprentice develop professional interests and set realistic career goals. As an advisor, the mentor talks to the apprentice about what he or she wants to learn and sets career goals. Keep in mind that the process of setting goals must be flexible enough to accommodate changes in the workplace.

Motivator

Motivating the apprentice is a difficult, yet essential, mentor role. Motivation can be learned but is typically a natural inner drive which compels a person to be positive and succeed. Mentors can motivate trainees to succeed through encouragement, support, and incentives. They can also motivate apprentices by showing them support.

Door Opener

In the role of door opener, the mentor helps the apprentice establish a network of contacts within the workplace. This gives them a chance to meet other people for professional as well as social development. As a door opener, mentors introduce apprentices to their own contacts to help build the apprentice's own network structure.

It's not always WHAT you know, sometimes it's also WHO you know. Doors can open, questions can be answered, it all circles back. Sometimes opportunities come up because you "know someone who knows someone". The more resources you build for yourself and your apprentice, the more access you have to a plethora of knowledge and opportunities. Having an abundance of people who are in your corner is always a plus!

Coach

The role of coach helps the apprentice to overcome difficult and challenging jobs. Coaching is a complex and extensive process, not an easy skill to perform. Specifically, coaching involves feedback. This is best done while the apprentice performs work tasks and the mentor looks on, giving positive and constructive feedback as the situation demands. Good mentors will not provide feedback when they do not know much about the subject or circumstance. It is not appropriate to criticize the apprentice in the presence of others. Some coaching is best when done in private. No one likes when his or her faults or weaknesses are pointed out in public.

If you are unsure of something, it is ok to simply say, "I am not sure about that. I am not educated on that topic. That would be a better question for " _____.". We don't all know everything, and we do not expect you as a mentor to know everything or have all the answers either. If a question ever comes up where you do not feel confident or comfortable, refer the apprentice to someone who you figure should

be able to help them get the answer they need. We do not want to leave an apprentice's questions unanswered either. Help them find the best resource who CAN answer their question when you don't have an answer. This is a perfect example of the "It's not what you know, but who you know" can come into play... you or your apprentice may not know something, but it would sure be helpful to know a connection who does! The more people you have networked with, the more likely you know somebody who can answer the question; even if the person you originally thought can't, they may say, "I don't know, but I know who would know!"

*It is **VERY** important to note that it is unacceptable to criticize and critique an apprentice in front of others and it is **NEVER** ok to belittle them. NEVER humiliate someone trying to learn—we do not instantly magically know everything. We all have to LEARN it and what comes easily for some is hard for others. If there are issues that need addressing, do it as privately as possible, and as kindly as possible. Give a REASON that something is wrong. "This was wrong because____. We fix it by____. We can prevent it in the future by ____." If an apprentice doesn't know the details of why what they did was incorrect and how they can prevent it, fix it, and keep it from happening again, what good does it do to simply point out that it is incorrect? Mistakes will happen, it is part of learning, but with that being said, we also must remind our apprentices that even as a part of learning, we need to be mindful so that we make minimal mistakes and so that we learn from our mistakes, so they don't repeat themselves.*

Role Model

As a role model, the mentor sets an example of the values, ethics, and professional practices of the workplace. Most trainees, in time, imitate their mentors. Therefore, a mentor must have high standard of professionalism, solid work ethics, and a positive attitude. A mentor must exhibit the positive qualities of an experienced professional.

MENTORS AS COACHES

Purpose of Coaching

- To Redirect behavior; not to point out mistakes, blame, nor criticize
- To focus on effort and improvement

Coaching Techniques

- Question your apprentice
 - Gather more information
 - Clarify the subject
 - Check for understanding
- Redirect your apprentice- A questioning technique you may use when an apprentice attempts to carry out one of the steps incorrectly
 - Mentor action: Ask questions like "Why won't it work?"
 - Mentor action: Point out areas of problem. "How else could you do it?"

- Mentor action: demonstrate options for problem solving
- Mentor action: Make statements like "If you do it that way, this is what happens."
- Mentor action: Point out undesirable outcome. "See why that wasn't the best way to do that?"
- Mentor action: Demonstrate the correct action.

Wording is important here. Choose your words and tone of voice carefully so that your message isn't perceived in an "I told you so!" or a "Gee, that was dumb!" kind of way. You may not mean it that way, but it can easily be perceived that way. This can be discouraging if an apprentice is made to feel like they don't know what they are doing, or that their ideas are dumb. (Take their ideas into consideration as well, they may just teach you something! You never know!) Also remember to explain. Mistakes are less likely to keep happening if there is an understanding of why they happened in the first place.

Telling Isn't Training—describing the way to do a job doesn't mean the listener understands it. The apprentice might not have the skill to do it or might not be able to comprehend ideas that are unfamiliar. People generally learn by doing, not by being told how to do something. The more times a person can try out a new skill or apply new knowledge, the more likely he or she is able to learn the job.

Showing how you do something and sharing your "tricks of the trade" are very valuable here. This is where you can teach an apprentice a lot of things they do not know. It is also very important to remember though that your way is not the only way. $2+2=4$ but so does $3+1$; keep an open mind about different ways to accomplish the same goal. Everyone's mind works a little differently and just because someone does something one way does not mean the other person is doing it wrong if they are not doing it their way.

6. GIVING INSTRUCTION: ADULTS AS LEARNERS

Characteristics of an Adult Learner

- Brings previous knowledge and experience to the new job. Links new material to their existing knowledge and experience.
- Is goal oriented. Participates in learning programs to achieve a goal.
- Has a finite interest in types of information. Primarily interested in aspects of the content that affects him/her directly
- Has different learning styles
- Has different motivation levels

Needs of an Adult Learner

- Is an active learner

- Receives feedback from his/her trainer
- Has a directed learning plan
- Takes responsibility for his/her learning

Adult learners choose to learn when they

- See a need or benefit
- Have a problem to solve
- Can relate new information to what they already know
- Can apply what they learn in the “real world” and
- Trust the trainer

TECHNIQUES FOR EFFECTIVE TEACHING

Describe the context first, followed by specific instructions with examples. What is said first orients the listener and gives him/her a frame of reference for each direction that follows.

Control the amount of information you give at one time. Check what the listener knows and add bits of new information that he/she can manage. Remember that most people’s attention span is short. Emphasize key points.

Use language your listener will understand. Avoid a rush of specialized new words or concepts. For complicated explanations, summarize key points at the end of your discussion. Ask for and sincerely encourage questions. It’s a good way to know what the apprentice did or did not understand.

- Decide if you need to ask for feedback. “Are we on the same page with this?” or “Can you show me how to do it?”

Create a respectful atmosphere for learning.

ADULT LEARNING STYLES

There are three styles in which adult learners prefer to learn new skills and knowledge:

1. Auditory(hearing)
2. Visual(seeing) by written materials or pictures
3. Kinesthetic (doing)

The Auditory Learner

- Prefers spoken instructions
- May have difficulty with reading and writing tasks
- Often learns a task if he/she talks to a colleague or into a recorder to hear what is said
- Often talks to him/herself

- May move his/her lips and read out loud

The Visual Learner-Written Materials

- Learns through written language
- Remembers what was written down
- Likes to write down directions/instructions
- Pays attention to lectures if they watch them

The Visual Learner- Pictures

- Learns better with charts, demonstrations, videos, and other visual materials
- Visualizes faces and places by using his/her imagination and seldom gets lost in new surroundings
- May have difficulty learning the task if only given written material.

The Kinesthetic Learner

- Learns if he/she can do and move
- Tends to get bored if he/she sits still too long

Identify what type of learner your apprentice is and try to work with them to each in the way they best understand.

Passive Vs Active Learning

- Passive learning involves your apprentice recording and absorbing knowledge
- Active learning involves your apprentice directly and actively in the learning process

Methods	Activity	Level of Trainee Involvement
Mentor reads	Reading from a book, manual, etc.	Passive
Mentor shows	Reviewing pictures, diagrams, etc.	Passive
Mentor speaks	Hearing	Passive
Mentor shows and speaks	Looking at pictures and watching a movie; watching a demonstration; Seeing a task done at the location	Passive

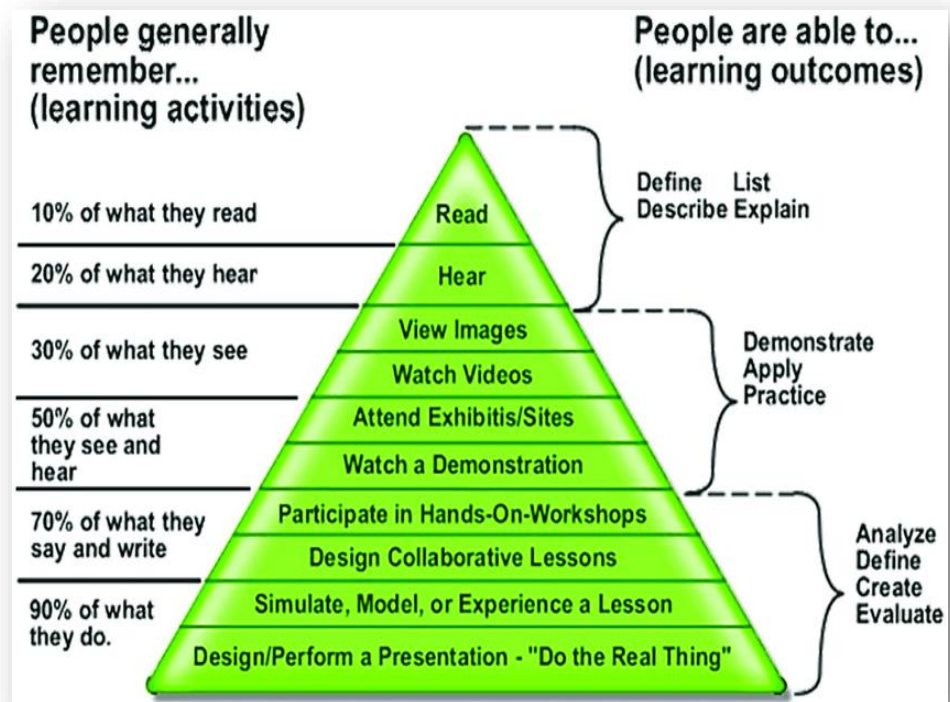
Trainee speaks	Participating in a discussion; describing the job	active
Trainee speaks and does	Describing the job; simulating the real experience; doing the real thing	active

1. During passive learning, the mentor is responsible for teaching without apprentice participation.
2. During active learning, the apprentice is responsible for participating in the learning activity.

The responsibility to learn the task belongs to the apprentice.

Dale's cone of Experience is a model that incorporates several theories related to instructional design and learning processes. During the 1960s, Edgar Dale theorized that learners retain more information by what they "do" as opposed to what is "heard", "read", or "observed". His research led to development of the Cone of Experience.

Edgar Dale's Cone of Learning, developed in 1946, illustrates different ways people learn. The visual shows the difference between active and passive learning. It is not meant to value one learning style over another.



The shape of the cone and movement from the bottom to the top is not related to comprehension. It shows the degree or levels of learning that occur when one combines and engages learning styles such as reading, hearing, seeing or doing.

If you move from the top of the cone down toward the bottom, you see an increase in learning when a person's senses are engaged. When a person's senses are separate from the lesson, it is a passive learning style because they are doing what is being taught. No matter how hard you listen during a

lecture, if that is your only engaged sense, you are only going to comprehend 10 percent of what you hear. While listening is essential for learning, when it is used on its own, listening is not as effective as when a student interprets what they heard or experience the lesson in other ways.

Active learning is when the student participates or demonstrates what they learn through performance. These actions call for multiple senses—speaking, performing, simulation doing. They rely on a mixture of the learning styles. The more learning styles a person experience in the training process, the more he or she will learn.

7. HANDS-ON TRAINING

Paradigm Corporation, a Denver firm, designed the hands on training method. Gary R. Sisson used this process as the basis for his book, "Hands-On Training (2001). The use of an acronym (POPPER) is to help the trainer to remember the six steps of the training procedure. Adapt the POPPER method to fit your situation

P	PREPARE FOR TRAINING
O	OPEN THE SESSION
P	PRESENT THE SUBJECT
P	PRACTICE THE SKILLS
E	EVALUATE PERFORMANCE
R	REVIEW THE SUBJECT

PREPARE FOR TRAINING

Once the mentor knows that he or she will be assigned to an apprentice, it is time to start preparation.

The mentor might review notes, and decide how to demonstrate the skill to be learned. The work area might need to be changed to make room for a second person. It is always helpful to have the tech manual or other documents handy to show the background for how the job is completed. The mentor will be prepared to take responsibility for the apprentice's learning.

OPEN THE SESSION

It is worth taking a few minutes to get to know each other when the mentor greets the apprentice. After that, the mentor can take some time to introduce the subject that they will work on for that day. The mentor explains the importance of doing the job right and tries to find out what the apprentice already knows. Getting familiar with each other can set up communication for the time you work together. It also is a way to figure out where to start. No one likes to be taught what he or she already knows. By getting to know each other, the mentor can help put the apprentice at ease. When the apprentice understands the scope of the job at the beginning, then they can prepare themselves for what they need to learn.

PRESENT THE SUBJECT

The mentor carefully shows the apprentice the proper way to complete the job. The apprentice's job is to pay attention and ask questions when they need an explanation. The mentor must know when to stop and check in with the apprentice before covering too much information. If the job is complicated, the mentor should break it down to smaller sections and train on each chunk of the job.

When the mentor thinks the apprentice is ready, it is time to ask if the trainee is ready to try out the job. If the apprentice does not have the confidence to do the job, the mentor can continue the presentation. However, the mentor should check in with the apprentice before moving to the next step. The point of hands-on training is to take complicated jobs and portion them out so that they are easier to understand. The mentor explains the work as it goes along so that the apprentice can get the main points.

Good demonstrations hold the apprentice's interest. One way to keep the apprentice engaged is to keep up a conversation throughout the demonstration. This helps to make sure that your message is received and understood.

It is important to position the apprentice so that he or she can see what you are showing them. The best demonstrations are where the apprentice can clearly see how you are completing the job and can understand how to apply what they have learned. Go step by step, and check in with the apprentice to make sure they comprehend what you are showing them.

Take your time when you are teaching. Give your apprentice time to process the information you are giving them so they can retain it. Explain the "why" behind things when possible. Saying, "You do this then this then this..." without any reasoning is like training a robot. Without context, it is hard to remember what to do and when to do it because you don't have an understanding of why you are doing

it. If people can “connect the dots” in their minds of “I’m doing this because when I do this, this happens...if I do it incorrectly, this happens... etc, etc.” they can retain much better than relying on step-by-step instruction. They also have context to understand in other situations that may be similar but not the same procedure. They can use the knowledge they have to problem solve other situations. If they don’t know WHY they are doing something, they are not able to do that.

Remember to check in with your apprentice to see if they are comprehending what you are teaching them or if they need you to go over it again or explain it in a different way. Be patient, they are processing a lot of information at once and it takes time and repetition to retain it all. Showing impatience can cause stress for you and the apprentice and slow down the learning process. Some apprentices become super sensitive when they are trying to learn the subject matter and they think they are annoying the instructor. This reflects back on the earlier lesson of “It’s not always what you say, but how you say it.” Think things out before you say them and be mindful of your tone.

Avoid information overload ,and remember what seems obvious to you is new to the apprentice. Avoid the traps for mentors; do not go too fast, keep it simple and not over complicated and stick to the subject. You can tell when you are overloading your apprentice when their eyes glaze over and it looks like they are ready to shut down.

If they are ready, you can ask the trainee to explain the job during the demonstration. At the end of the demonstration, ask the apprentice if he or she has any questions. See if they are ready to try the job on their own.

Stress the key points of the job and how important it is to perform the job as safely as possible. One way to emphasize a point is repetition. The mentor goes over the certain steps and might exaggerate them to show how important it is to do that part of the job right. Sometimes, a mentor might demonstrate a task twice to make sure the apprentice gets the details or the finer points of what to learn.

PRACTICE THE SKILLS

The mentor observes while the apprentice practices the skills of the job while providing feedback on performance. Keep in mind that the apprentice develops skills through practice and performance in real conditions. This is the best time to evaluate performance.

During the practice session, the mentor coaches the apprentice. As we covered earlier, positive reinforcement of good practices is more effective than criticism. Let the apprentice try to do the job while you watch and evaluate the first time through. It is not important to have the apprentice explain

each step while they are doing the job. That should happen in the previous step. Make this practice session as realistic as possible.

EVALUATE THE PERFORMANCE

Keep in mind that the practice and evaluation steps are intertwined. Observe the apprentice to make sure that the job is done properly. During the practice, ask yourself:

- Is it done right?
- Is it being done in the right order?
- Is it being done safely?

Always offer encouragement and praise when the apprentice does a job well. Everyone likes to hear, "Nice job", "Good work", or "Well done."

If you summarize the practices session, start with what went right before saying what went wrong. This is important. It is always good to sandwich criticism with praise. Start with a compliment, then criticize, then close with another moment on the apprentice's good work. This is a way to say that they must improve some of their work not that they are a bad person. This takes the sting out of the criticism and communicates that the apprentice is a good person, but that they have more to learn.

Always provide coaching. Being helpful during the practice session lends support to the apprentice to help them succeed. It shows the mentor and the apprentice are a team that is working together to pass the performance test. Ask questions to see where you can be helpful and to start the review step.

REVIEW THE SUBJECT

This is when you summarize what was done. After the review, the apprentice takes the next step; doing the normal, everyday work on his or her own. There may be a tapering off from coaching to independent work for the apprentice. It is a good practice to have a formal ending to the coaching and hand off to a work assignment.

It is also a good practice for a mentor to let the apprentice know their is always support for the apprentice. The final step of on- the- job training (OJT) might include the location supervisor and trainer. Each phase or work location may have a different procedure for ending the OJT. Sometimes, the training may end with a performance test.

The relationship between the mentor and the apprentice does not have to end with the training.

8. A PATTERN FOR EFFECTIVE PRACTICE

Coaching is the process of guiding others to help them reach their full potential. It is a process of shaping or steering performance toward desirable goals. It is possible to have training without coaching and coaching without training, BUT it is advised that training and coaching be used together to help the apprentice achieve job performance objectives.

C	CONTINUE THE PRACTICE
O	OBSERVE AND EVALUATE
A	AFFIRM POSITIVE PERFORMANCE
C	COMMUNICATE IDEAS FOR IMPORTANCE
H	HELP UNTIL SATISFIED



This teaching process is not set in stone. Each step can be changed depending on the mentor and the apprentice. A mentor will have to be flexible to be the best mentor for the apprentice. Every apprentice has different needs, and every mentor has different strengths. Remember the relationship between the mentor and the apprentice is based on respect; each person will grow from the experience.

FACTORS ABOUT MENTORSHIP IN ON THE JOB TRAININGS TO CONSIDER:

Positive	Negative
Mentor was patient	Mentor showed favoritism

Apprentices were encouraged to learn	Mentor was not an engaging teacher
Mentor cared and was fair	Mentor was threatening or intimidating
Mentor let me know how I was doing	Mentor was disorganized
Mentor knew their job	Mentor didn't know the subject
Mentor presented practical problems	Material was not relevant

STEP 1- ESTABLISH A SHARED MENTAL MODEL

A **mental model** is an explanation of a person's thought process about how something works. A shared mental model allows the mentor and the apprentice to establish an understanding. It offers the mentor and the apprentice ways to communicate, collaborate, and commit to their goals. This happens when the mentor and trainee agree on the content and how they will go about training/learning.



What the Mentor Does	Why This is Important	How to Do It
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Builds a relationship with the apprentice	Reduces anxiety and puts the apprentice at ease	Greet your apprentice If they seem anxious, say something like "don't worry about trying to learn everything at once. You'll have plenty of opportunities to practice."
Identifies the training materials	Ensures the apprentice has his/her notes The apprentice will be less anxious if he/she has a written guide to refer to during the session. This will be important later when he/she practices the task on his/her own. Checks for prior skills, knowledge, and experience. Do not bore the trainee with unnecessary details or skip over something that he/she doesn't know. Do not assume the trainee knows certain steps/tasks or doesn't know certain steps/tasks.	"Today..." or "The next topic we are going to cover is..." You will need your manual or notes for the ___ topic and a pen or pencil. You could ask "when and how did you use this equipment?"
Reviews the objective	Ensures that the trainee understands what he/she will be learning.	You could say, "today or the next day, we will cover...", or "by the end of this session you will learn how to ..."
Encourages questions	Reduces anxiety	You could say "Please stop me if you have questions."

Something to note also is at the end of a session, you can wrap it up by asking "What questions do you have for me?" Open ended questions make people think, "What questions DO I have? Do I have any questions?" It's easy to fall into the automatic "no" response when someone asks, "Any questions?" Changing it to an open-ended question forces people to pause because they can't answer that with "no". Even if they come up with "I don't have any right now." It gave them an extra moment to think and

absorb what they were learning and process if they could think of any off-hand questions they may have forgotten to ask otherwise.

STEP 2- MENTOR SHOWS TASK AND APPRENTICE OBSERVES

What the Mentor Does	Why this is Important	How to Do It
Reviews the task objective	Explains why the task is important and how the task is related to the entire job.	Explains the purpose of the task.
Positions the apprentice to observe the mentor performing the task.	The apprentice needs to view the demonstration from the same perspective in which the mentor conducts it.	Position the apprentice to the side or slightly to the rear of the mentor
Refers the apprentice to his/her note during the mentor's explanation and demonstration of the task. Explains each step aloud	An apprentice who uses procedures during training sessions is more likely to use the procedures afterwards. Gives the apprentice mental pictures of what will happen.	Make sure there are no physical barriers between the mentor and the apprentice You can do something like "use your notes: or "turn to page 5, section 3- How to change a ... In the user's manual".
Demonstrates the task	Allows the apprentice to see and hear how the task is completed.	Explain each step while it is being performed.
Summarizes the task when the demonstration is completed.	Review the purpose of the task. Reviews why the task is important. Reviews how the task fits into the bigger picture. Explains how the task should be performed, step by step.	You can say something like " I just showed you how to change a flat tire. The purpose of this task is to ..." or "you need to know how to do these 5 steps because..." .
Asks the apprentice if he/she has any questions.	Gives the apprentice the opportunity to clarify any unclear step (s)	Listen to the responses

STEP 3- MENTOR OBSERVES APPRENTICE AND APPRENTICE PERFORMS TASK

The mentor observes the apprentice performing the task and redirects behavior. Learning happens when the mentor

- Does not point out mistakes, blames or criticizes the apprentice;
- Focuses on the apprentice's effort and improvement; and
- Prompts the apprentice when needed

If the apprentice attempts to carry out one of the actions steps incorrectly, the mentor can redirect him/her with statements discussed previously like, "if you do it that way, this is what happens." "How else could you do it?" etc. If needed be sure to point out undesirable outcomes and demonstrate corrective and preventative actions as previously discussed.

What the Mentor Does	Why is this Important	How to Do It
Asks the apprentice to explain the purpose and the importance of the task. Coaches , if needed.	Provides the apprentice reinforcement that he/she understands the process/task or needs additional help with the process/task.	Ask the apprentice: How the task relates to work during the early part of the process. How the task relates to work during the latter part of the process Ask the apprentice "why is this task important?" if the apprentice answers correctly, make positive comments and give encouragement.
Views the apprentice from the proper perspective before he/she begins the task	The mentor needs to see the work to encourage proper procedures and to prevent mistakes or injuries.	Position yourself with an unobstructed view
Reminds the apprentice to refer to his/her notes.	Gives the apprentice a chance to prepare to do the tasks correctly	Refer to the proper notes.
Asks the apprentice to explain each step verbally	Allows the apprentice to point out safety and quality	Coaches, if needed.

	concerns while performing the task.	Reminds the trainee to refer to the training module. Acknowledges a job well done if the apprentice performs the task correctly.
Asks the apprentice to summarize the task step- by- step	The trainee can review what they have learned and prepare to perform the job correctly.	Ask questions that contain clues.
Asks the apprentice if he/she has any questions	The apprentice should know that they could ask a question without criticism.	Reinforce the trust and confidentiality that the mentor and apprentice built in the relationship.

STEP 4- MENTOR OBSERVES APPRENTICE AND GIVES APPRENTICE FEEDBACK

In this step, the mentor does not assist the apprentice unless there is potential harm to the apprentice, someone else who is present, or to the equipment or environment.

What the Mentor Does	Why This is Important	How to Do It
Asks the apprentice if he/she is ready to perform the task without coaching	It is always good to check in with the apprentice to assess how ready they are to complete the task	Ask the apprentice for example: "There are 8 steps to this task, are you ready to begin?"
Asks the apprentice to state any safety precautions and quality requirements	A friendly reminder is a good way to start on a job that has a potential for injury.	You can begin by saying "What are the safety precautions for this task/process?"
Ask the apprentice to state the task objective	A review of the job helps the apprentice to think the job through before starting.	You can say something like "What is the object of this task?"
Asks the apprentice to refer to his/her notes	The mentor and apprentice can review their notes to ensure they are complete and accurate.	You can say something like "For this step, I want you to refer to your notes."
Asks the apprentice to explain the task	When the apprentice explains what they plan to do, it gives the mentor the chance to correct them before they make a mistake, or they are injured.	You can say something like "Please explain the task you will perform for me."

Asks the apprentice to explain while they perform the task	When the apprentice explains what they are doing, it helps to reinforce the proper procedures for getting the job done.	You can say something like "Please explain each step of the task as you are completing it."
Prompts the apprentice to make a performance self-assessment	Prompting the apprentice to reflect on their work helps to set good practices and to compare their work to the way it should be done.	You can say something like "You have just completed the task. Which steps do you think you performed really well? Which step(s) do you think you need to work on?"
Gives the apprentice immediate feedback on the apprentice's task performance.	It is very important the apprentice knows how well they did the job so they can improve where needed. Apprentices usually appreciate acknowledgement for a job well done.	You can say something like "Now I'd like to give you my feedback."

FEEDBACK

What is feedback?

- A way to let the apprentice know how effective he/she is in performing the task.
- A way to reinforce correct actions
- A way to point out actions that need improvement
- It is about future behavior

Feedback should:

- Be timely
- Always be private
- Be specific and observable
- Avoid judgements and opinions
- Explain the impact
- Confirm understanding

When giving feedback, avoid

- General comments like "You need to try harder";
- Judging behavior like "You don't know what you're doing!"; or
- Giving advice like "If I were you, I would..." Advice is subjective and not objective.

Before giving negative feedback:

- Think about what your purpose is and plan your statement with that in mind. Don't just shoot from the hip.
- Be sure the receiver is listening, and choose the right time and the right place.
- Be more descriptive, not judgemental. Talk more about facts and less of opinions. Its about job performance, not personality.
- Be specific, not general. Talk about recent events or situations; don't accuse the apprentice of ***always*** doing something wrong or ***never*** getting it right.
- Talk about behavior or situations that the apprentice can ***change***
- Don't say too much, and watch your communication style, your tone, facial expressions, and choice of words.

Remember, just because you are the expert at the job, it may not be so easy for you to *explain* how to do it so that someone else can *understand* it.

RULES FOR PARAPHRASING

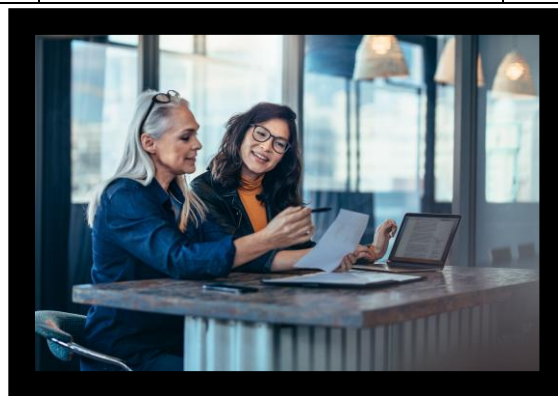
Paraphrasing means that you restate what someone says, feels, and means correctly. It must be to the sender's satisfaction.

- Restate the ideas and feelings in your own words rather than mimicking or parroting his or her words.
- Start out your remarks with comments such as, "I heard you say ...", "Sounds like you think...", "If I understand you right, your position is ...", or "Do I have it right that you feel ...?"
- Do not show indication of approval or disapproval, agreement or disagreement. Your restatement must not be judgmental nor evaluating of what you heard.
- Make your unspoken messages agree with spoken paraphrasing. Be attentive, interested, and open to the apprentice's ideas and feelings. Show that you are concentrating on what he/she is trying to communicate. Be aware of your nonverbal communication.
- State as correctly as possible what you heard said. Describe the feelings and attitudes involved.
- Do not add or subtract things from the message.
- Empathize: put yourself in the apprentice's framework, and try to understand what the message meant to him or her.

STEP 5: MENTOR AND APPRENTICE DEBRIEF

What the Mentor Does	Why it is Important	How to Do It
Summarizes the task	Going over the task after the apprentice has completed it reinforces good practices.	You can begin by saying "You just completed..."

Asks the apprentice if he/she has any questions	Soliciting responses helps quiet people step up to ask the questions they were afraid to ask.	You can say something like "Does anyone have any questions about...?"
Reviews the performance objective.	Asking the apprentice instead of telling him/her to put the information in his/her own words.	You can say something like "What is the objective of the task?"
Asks the apprentice if he/she is ready to be evaluated.	Checking in to see if the time is right could bring out a request for more review.	You can say something like "Are you ready to receive your feedback?"
Schedules the evaluation or practice time and place.	Setting a time for the evaluation or other activities prompts the apprentice to prepare him/herself.	You can say something like "is this a good time, or would you like to schedule your feedback for another day or time? Or "do you need to practice? If so, when do you want to complete your practice session and where do you want to do it?"
Tells the apprentice - Where they can get help - You will do follow-up training	Offering support and references gives the apprentice confidence that you are doing what is in their best interest to succeed.	You can say something like "If you think you need additional help performing this task, here are some people that can help you. "



9. TYPES OF QUESTIONS

Open-ended questions	Closed- ended questions
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Solicit longer answers	Can be answered with either a single word or a short phrase.
Ask for the apprentice's knowledge, opinion or feelings	Usually result in yes or no answers Keep control of the conversation with the questioner
When to use: • To understand each other • To listen to each other • To share control of the conversation	When to use: • As an opening question in a conversation • Makes it easier for the other person to answer • Doesn't force the person to reveal too much about him/herself • When you want to test/confirm someone's understanding
Examples of open-ended questions: • "Describe for me..." • "Show me..." • "When do you use this..."	Examples of closed-ended questions: • "Do you know how to ..." • "Will you work..." • "Are you able to ..."
Begin with how, when, why, if, or what.	Begin with do, would, are, will, if.

MENTORS AS RESPECTFUL COMMUNICATORS

Respectful communication is key.

Communication is the accurate transfer of information from one person to another. Messages must be sent and received through external and internal noise, filters, biases, and other complications.

What may seem easy may be very complex.

Guidelines for Communicators or Senders:

- Think about what you have to say, and make your message clear and to the point.
- Know as much as you can about the listener. Choose the best time and place to talk to him or her.
- Gain the listener's attention. Be aware of his or her non-verbal behavior.
- Consider the environment and barriers to getting your message across such as noise, other people, atmosphere, and what is going on around you.

- Openly express opinions in your message by initially saying: "this is what I saw..." or "what I think is happening..." remember the difference between opinions and facts.
- Use body language that which supports what you are saying. Look at the listener, and consider your facial expressions, tone of voice, posture, and gestures.
- Watch for his or her understanding, and ask for feedback.

Guidelines for Listeners or Receivers:

- Focus your attention on the speaker.
- Be aware of your body language.
- Respond to communication and give feedback
- Paraphrase what you heard to make sure that is the intended message.

Communication Facts (Training on the Job by Diane Walter)

- We spend 70% of our waking hours in verbal communication.
- We are only 25% effective as listeners.
- Listening is the least understood communication function.
- Most people believe listening is the same as hearing and is a natural skill
- We influence and are influenced by those we communicate with.

Facts, Opinions, Proposals, and Feelings Statements

It is important that we check how we say what we mean and mean what we say. Too often, we do not realize that what we are saying communicates more than what we meant. Many times, this problem with communication falls under a few groups.

FACTS are information that can be checked by a reliable objective source. *The budget allows \$400 for this job training.*

OPINIONS are thoughts, ideas, and perceptions expressed by people. *This train is moving so slowly.*

PROPOSALS are suggested actions *"Maybe we should try a dry run before we put the plan into action."*

FEELINGS are emotional responses or charge behind a fact opinion, or proposal. *"I think this project is stupid."*

Four Techniques to Deal with Difficult Communications:

- Address miscommunication early before it escalates and becomes more complicated.
- Assume responsibility for miscommunication.
- Paraphrase what you heard so that the sender knows you got the message.
- Listen and ask questions before judging.

COMMUNICATION LEADS TO COLLABORATION

When people connect and communicate, it leads to collaboration. That is when we share our wisdom and knowledge. It is at the center; when all factors are in place, we have learning. Factors include effective communication, places when people can connect and practices that support collaboration.

The mentoring process brings together a subject matter expert and a learner to create a space for knowledge and wisdom to be shared. The more we understand how we can connect and communicate; the more teamwork is improved.

After all, the mentor and the trainee are a team to develop more skilled professionals.

NON-VERBAL COMMUNICATION

Body Language

- The message we give and receive through body language and facial expressions
- Often conveys more meaning than the spoken word
- Is being expressed all the time, all around you



Types of Non-Verbal Communication

- **Facial expressions**
- **Gestures**
- **Posture**
- **Eye contact**
- **Personal space**

Remember, non-verbal communication can emphasize or undermine your message.

10. PROBLEM SOLVING

The mentor and apprentice form a team, and every team faces problems and challenges during a project. What makes the team effective is how they solve problems. Joint decision making and problem solving do not come naturally. It takes effort to approach a problem in a way so that everyone in a group can take part.

BARRIERS TO EFFECTIVE PROBLEM-SOLVING

There are many challenges for a team to be effective at problem solving.

- Lack of trust, motivation, commitment, preparation, or resources
- Poor interpersonal relationships among the parties
- Open or unresolved issues
- Communication, especially disrespectful speaking and lack of listening
- Inadequate understanding of the problem

If your team experiences these troubles, it would be helpful to learn about some ideas for working through challenging problems.

JOINT PROBLEM-SOLVING METHOD

First, make sure that you separate the people from the problem. Problem solving only happens when the discussion goes beyond personalities.

Focus on principles (change the game, negotiate on the merits) vs. Positions (bargaining, deciding which game to play):

- Focus on underlying concerns, not stated positions. It helps to ask what makes someone take his or her position.
- Generate a variety of solutions before deciding what to do.
- Base any agreements on the issues, not popularity.

The purpose of this is to recognise that emotions and egos can become entangled with the problem this will take away from your ability to see the other party's position clearly. This results in combative rather than

cooperative interactions. The way to achieve solutions to problems involves clarifying perceptions, recognizing and legitimizing emotions, and communicating clearly.



FOUR PARTS TO SOLVING PROBLEMS

PART 1—Identify and clarify the problem and then refine it to a statement that everyone agrees describes the problem

PART 2—Analyze the different facets or aspects of the problem and how it affects the work.

PART 3—Generate solutions before jumping into action and make sure that the ideas are real options, then set them into priority order.

PART 4—Implement the solutions, but keep in mind that the solutions may create some problems so the process may have to keep going.

11. SUMMARY

Mentoring IS:

- A partnership between an apprentice and a mentor, providing both with opportunities to share talents, skills, experiences, and expertise.
- Focused on the growth and development objectives of the apprentice, supplementing learning experienced afforded through regular training and ongoing coaching and feedback from managers
- A valuable, but optional, feature of a comprehensive approach to personal and professional development.
- An investment of time, energy and thought from both the mentor and apprentice.

Mentoring IS NOT:

- Random; it is planned and structured. Forging an effective mentoring relationship involves one-on-one meetings, follow-up, and on-going evaluation of progress toward meeting learning objectives.
- Bound by the parameters of the apprentice's current job or role; although professional growth has a positive impact on an individual's current job or role; although professional growth has a positive impact on an individual's current contribution, the focus of mentoring can be broader, enabling the apprentice to explore capabilities needed for future opportunities as well.
- For everyone; the time invested in effective mentoring experiences is substantial and the readiness to commit to that investment is driven by a variety of factors including development needed and current responsibilities.

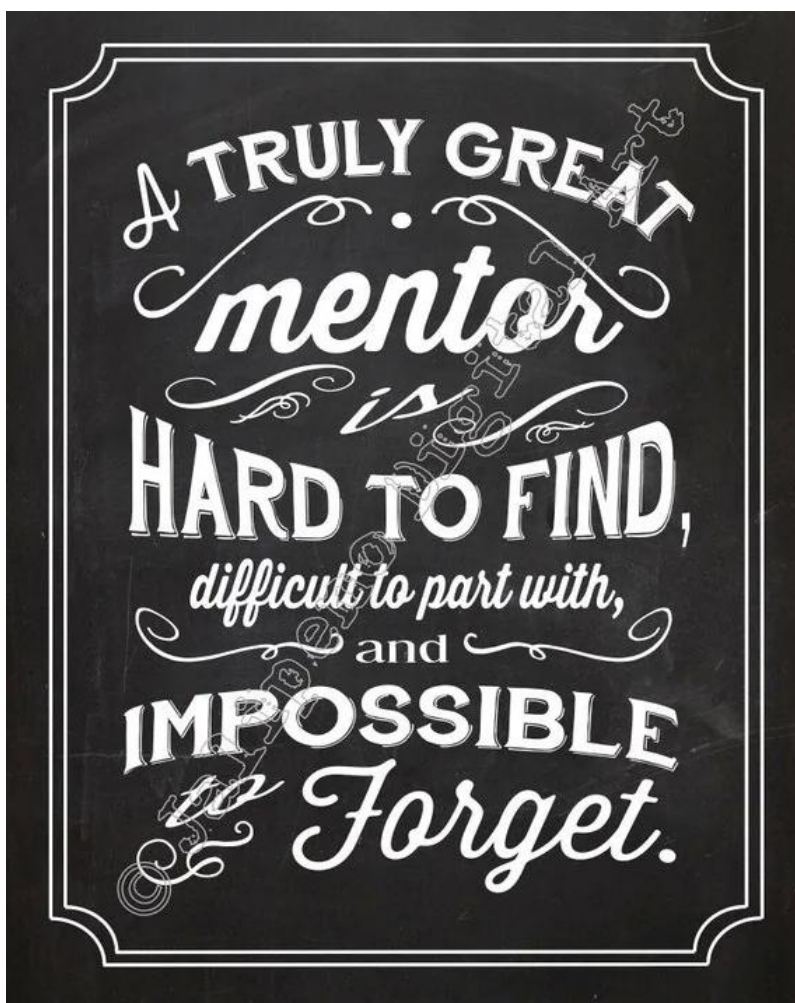
THE BENEFITS OF MENTORING

Benefits to the Apprentice

- A more experienced or knowledgeable person to provide feedback and advice for his/her continued career and professional development
- A channel to brainstorm ideas, communicate concerns, and receive support.
- Insight into a corporate culture and a broader perspective on the business
- A supportive forum to develop a focused plan for professional development tied to skills, knowledge, and actions.

Benefits to the Mentor

- Opportunity to demonstrate commitment to developing people
- Personal satisfaction of guiding and sharing with another member of the firm
- Vehicle to keep "in touch" with issues and concerns in the firm.
- Opportunity to use and develop leadership skills.
- Enhanced and strengthened interpersonal and coaching.



FAQ's and General Information about the Apprenticeship Program

Q. What are the steps to be completed once an apprentice has been hired?

- A. The first thing that will need to happen is the apprentice will need to apply for admission to LRSC and declare their degree. If required, they will need to next apply for admission into their program and get accepted (for example, nursing apprentice seekers must be first be accepted into the Dakota Nursing Program before they can precede.) Once accepted into both LRSC and any required programs for their degree, the next step will be to talk with the financial aid office and apply for any opportunities they have available. Next will be to sign up for classes and visit with the bookstore about ordering books and supplies. Simultaneously, on the employer side, apprentices and employers will be filling out federal paperwork and drawing up contracts and agreements between the apprentice and employer. Once these steps are all completed, it is a matter of completing the degree and completing the on-the-job training hours as required by

the DOL to obtain the certificate of completion. At any time during the program and upon completion, all parties (apprentice, mentor, employer sponsor) may be asked to participate in a survey. This will help LRSC with quality assurance of the program. There will also be emails sent out bi-weekly as "check ins" from LRSC. If there are any questions or concerns that need addressing, please don't hesitate to respond to those emails or reach out any time in between.

Q. What are the DOL Requirements for On- The- Job Training hours and how is it determined how many an apprentice is obligated to complete? What if an apprentice can't meet the requirements prior to completion of their degree?

- A. Apprentices are required to complete 2000 hours of on-the-job training in order to receive their certificate of completion. An apprentice can be credited up to 1000 hours based on previous work experience and/or pertinent classes they have completed. LRSC will calculate how many hours are eligible to be credited for each individual based on a specific formula. Apprentices will also be credited any clinical hours they are required to complete as part of their degree to help fulfil those requirements. The remaining hours not met in the credited hours and the clinical hours will be up to the apprentice to complete before the certificate can be awarded. If hours are not met at the same time as an apprentice is awarded their degree, that is ok. They simply will have to work off those hours after competing their degree before they will receive their completion certificate from the DOL and will be fulfilled contractually through the apprenticeship program and the employer. We at LRSC recommend an apprentice be held to working approximately 16-20 hours per week, but it is up to the employer to set those hours and put them in their contract. We recommend 16-20 hours because this number of hours is a reasonable amount of time for an apprentice to be able to "pick away" at their remaining hours and help fill up the employer's schedule at the same time without being too overwhelming. We don't want an apprentice to be obligated to a crazy number of hours on top of schoolwork, but we do want to hold them to "working off their debt" in helping to fill the schedule for you while simultaneously helping themselves by working on meeting those hours required for the DOL. Keep in mind that 16-20 hours is suggested, but that can be adapted to meet each individual's needs. You may also find it beneficial to have lighter weeks where maybe an apprentice has a heavy class load, so they work less hours one week, but they make up more hours when they have time off from schoolwork during the holidays. Each individual will have specific needs, and it is ok to make adjustments to "when" the hours are fulfilled, they just must be fully fulfilled before the certificate will be awarded.

Q. What if an apprentice doesn't meet the grades?

- A. An apprentice's grades are protected by HRP, so by law, LRSC cannot disclose them to an employer. An employer can request grade "updates" from an employee if they wish to do so.

If an apprentice gets a poor grade, it will be up to their program director's discretion as to whether or not they are allowed to remain in the program. In most cases, if it is "one bad grade" an opportunity to retake the course for a better grade may be presented and a student is not likely to get "dropped" from the program. If after multiple failed attempts an apprentice continues to not make the grades in multiple areas, it is likely that their program may drop them as a student. As a result, if they are "out of the program" they are in turn "out of the apprenticeship". In that case it is up to the employer how they want to address the issue as far as paying back expenses paid by the employer already, etc, etc. We recommend coming up with a plan for these situations and including them in the employer/employee agreement upon hire.

Q. What if an apprentice is terminated?

A. If an apprentice is terminated, they are out of their apprenticeship. An apprentice may still be able to finish their degree, but they will have to "pay their own way" and will not receive a certificate for apprenticeship completion from the DOL and will not have any on the job training after their termination date. Again, it will be up to the employer to decide how they want to address the issue of payback for expenses already invested and such. This is another thing we suggest be considered and covered in the employer/employee agreement.

Q. What if an apprentice wants to drop the apprenticeship program?

A. An apprentice may choose to drop the apprenticeship program and complete their schooling on their own, without an employer sponsor. In this event, the apprentice would need to notify both their employer and LRSC that they wished to drop the program. This is yet another area where it is up to the employer to include in their employer/employee agreement what happens in this scenario and how they go about paying back their sponsor for their previous investments.

Q. What is the point of Bi-weekly email check ins?

A. Bi- weekly emails are sent as a way to check how everything is going and make sure there are no issues that need addressing. It is a quality assurance measure we take here at LRSC to keep the line of communication open. If there are ever question or concerns, never hesitate to reply to those check ins that help is needed. If there is ever anything that needs addressing, do not hesitate to reach out between emails. We are always willing to help in any way we can!