

Earn & Learn

with Lake Region State College

Industry Partner Mentor Resource Guide

FOR WORK-BASED LEARNING AND ON-THE-JOB TRAINING

Apprenticeship: An employer-driven program that combines on-the-job learning with job-related instruction to build worker skills and establish pathways to higher levels of employment and wages.

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Apprenticeship meets business needs for qualified workers in more than 1,000 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

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 and 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.

The key to effective apprenticeship is the role of the experienced employee as a teacher or coach for the new hire. It is shown 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.

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. The relationship between the mentor and the apprentice is the foundation for the apprenticeship.

Mentoring has been around ever since there has been a need to pass on practical knowledge from the expert who mastered the skills or craft to the student. Depending on how complex the skills were, this relationship could last for years. Once the apprentice qualified as skilled in the occupation, they could leave the “master’s” shop and venture into the world to practice the craft. After leaving the shop, they became known as “journeymen.” We now refer to these skilled practitioners who graduated from an apprenticeship as journey-workers.

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.

Bad habits are hard to break. The apprentice relies on the mentor to provide thoughtful supervision and coaching to steer clear of those pitfalls. The mentor helps the apprentice develop good work habits to develop productive skills.

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.

As an experienced professional, you are aware of the need to bring new workers along to keep the industry thriving. Those who possess the knowledge and skill developed over many years will one day retire. Younger workers will come along to fill those vacancies and need to learn

required skills from the professionals who practiced them.

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 mentor, you make this happen.

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 educational process. 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 Learning Mentor

- will promote an ethos of motivation and aspiration and a passion for learning;
- always operate to ethical and legal standards and within professional boundaries;
- will value equality and diversity and work with others to improve equality of opportunity and inclusion;
- be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control; and
- demonstrate, encourage, and expect mutual respect in all professional contexts.

At the end of this course

The Learning Mentor will be able to:	The Learning 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 structured and meaningful learning and work experiences.	Learning program requirements and the 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' skills and knowledge.	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 a legitimate need to be kept informed of issues impacting the learners' 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 learners' 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 for recording, storing, and sharing information on learners' 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. Doing (Kinesthetic)
- B. Passive versus 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 performance
 - 6. Review the subject
- D. Five Steps of the Mentoring Process
 - 1. Establish shared mental model
 - 2. Mentor shows task & trainee observes
 - 3. Mentor observes trainee
 - 4. Mentor observes & gives feedback
 - 5. Mentor and trainee debrief

IV. Mentors as Respectful 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 trainee as we all wish to be known, as an individual. Mentors and trainees 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 differences. 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 Boomer” (born 1946-1964), “Generation X” (born 1965-1980), and “Millennial” (born 1981-2000). 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 be open minded, but aware of the differences.

DIVERSE BACKGROUNDS IN THE WORKPLACE

The U.S. workplace includes people of 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 the trainee. Since the trainee is new to the job site, the mentor will need to take the time to understand how the trainee 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 trainee.

***WOMEN IN THE WORKPLACE***

Women represent nearly 52 percent 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 differences with their trainee. 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.

WHAT IS A MENTOR?

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 an 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. The mentor demonstrates how to do a job. This relationship fosters the trainee’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

Good Communication Skills

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

Patience

- Tolerate mistakes
- Repeat information as needed

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

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 before they fail on their own

Trustworthy and Respectful

- Your trainee must trust and respect his/her mentor so that the training process is successful
- The mentor needs to trust and respect the trainee

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

TEACHER

GUIDE

COUNSELOR

ADVISOR

MOTIVATOR

DOOR OPENER

COACH

ROLE MODEL

Guide

As a guide, the mentor helps the trainee 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 trainee can become be 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 trainee. The mentor needs to stress confidentiality and show respect for the trainee. Mentors can promote confidentiality by not disclosing personal information shared by the trainee. While the mentor explains the job, listening is also very important. It is another way to show respect.

Advisor

This role requires the mentor to help the trainee develop professional interests and set realistic career goals. As an advisor, the mentor talks to the trainee 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 trainee 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 trainees by showing them support.

Door Opener

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

Coach

The role of coach helps the trainee to overcome difficult and challenging maintenance and repair jobs. Coaching is a complex and extensive process, not an easy skill to perform. Specifically, coaching involves feedback. This is best done while the trainee 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 circumstances. It is not appropriate to criticize the trainee in the presence of others. Some coaching is best when it is done in private. No one likes it when his or her faults or weaknesses are pointed out in public.

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 standards 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 trainee
 - Gather more information
 - Clarify the subject
 - Check for understanding
- Redirect your trainee—A questioning technique you may use when a trainee 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 what happens when you do it that way?”*
 - Mentor action: Demonstrate the correct action

Telling Isn’t Training—Describing the way to do a job doesn’t mean the listener understands it. The trainee 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.

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 is a good way to know what the trainee 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. 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 given only written material

The Kinesthetic Learner

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

Passive vs. Active Learning

- Passive Learning involves your trainee recording and absorbing knowledge.
- Active Learning involves your trainee directly and actively in the learning process.

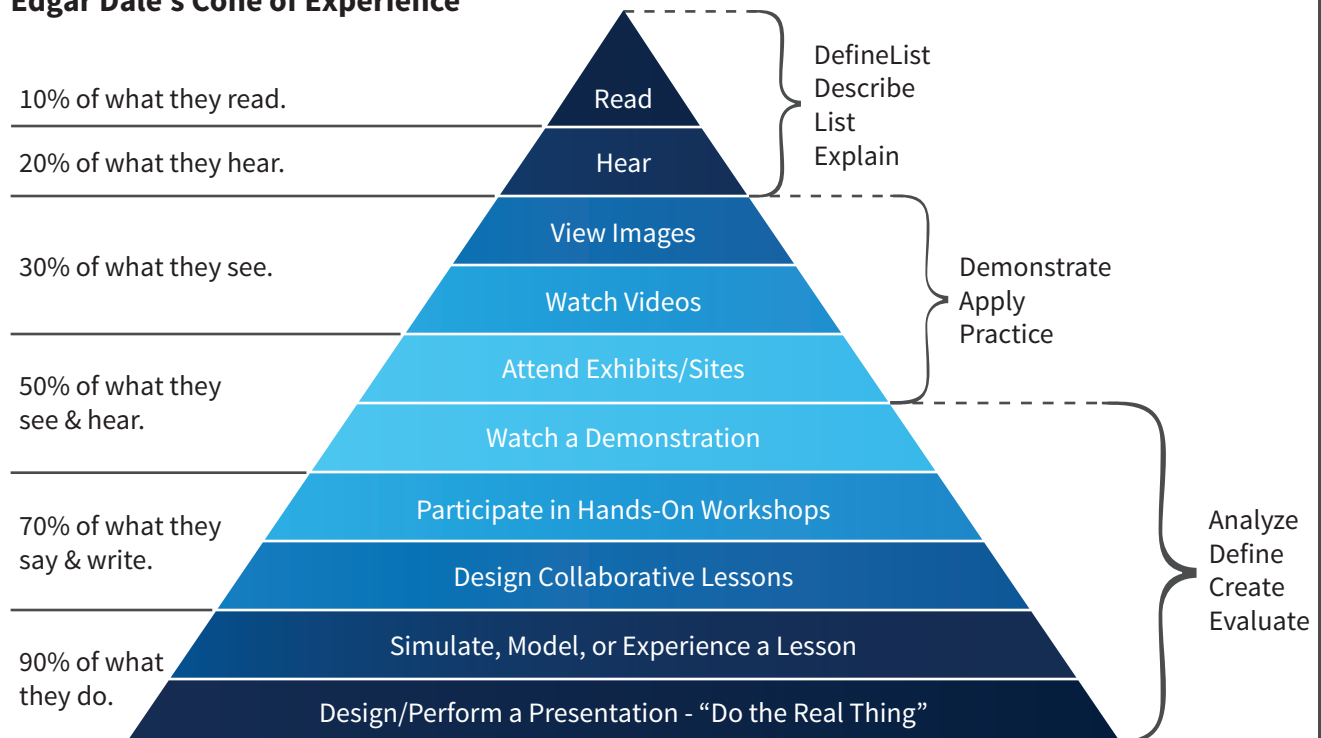
Methods	Activity	Level of Trainee Involvement
Mentor reads	Reading from a book, manual, etc.	Passive
Mentor shows	Reviewing pictures, diagrams, etc.	Passive
Mentor speaks	Hearing	Passive
Mentor shows and speaks	Looking at pictures or watching a movie	
	Watching a demonstration. Seeing the task done at the location.	
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 the learning.
2. During active learning, the **Trainee** is responsible for the learning.

The responsibility to learn the task belongs to the learner.

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 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, simulating doing. They rely on a mixture of the learning styles. The more learning styles a person experiences 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.

PREPARE FOR TRAINING

Once the mentor knows that he or she will be assigned to a trainee, 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 trainee's learning.

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

OPEN THE SESSION

It is worth taking a few minutes to get to know each other when the mentor greets the trainee. 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 trainee 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 trainee at ease. When the trainee 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 trainee the proper way to complete the job. The trainee'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 trainee 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 trainee is ready, it is time to ask if the trainee is ready to try out the job. If the trainee does not have the confidence to do the job, the mentor can continue the presentation. However, the mentor should check in with the trainee 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 trainee can get the main points.

Good demonstrations hold the trainee's interest. One way to keep the trainee 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 trainee so that he or she can see what you are showing them. The best demonstrations are where trainees 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 trainee to make sure they comprehend what you are showing them.

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 trainee gets the details or finer points of what to learn.

Be patient and check in with your trainee to make sure he or she is with you. Showing impatience can cause stress for you and the trainee and can slow down the learning process. Some trainees become super sensitive when they are trying to learn the subject matter and they think they are annoying the instructor.

Avoid information overload, and remember that what seems obvious to you is new to the trainee. 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 trainee 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 trainee if he or she has any questions. See if they are ready to try the job on their own.

PRACTICE THE SKILLS

The mentor observes while the trainee practices the skills for the job while providing feedback on performance. Keep in mind that the learner 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 trainee. Positive reinforcement of good practices is more effective than criticism. Let the trainee try to do the job while you watch and evaluate the first time through. It is not important to have the trainee 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 PERFORMANCE

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

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

Always offer encouragement and praise when the trainee does the job well. Everyone likes to hear, “*Nice job,*” “*Good work,*” or “*Well done.*”

If you summarize the practice 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 comment on the trainee’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 trainee is a good person, but that they have more to learn.

Always provide coaching. Being helpful during the practice session lends support to the trainee to help them succeed. It shows that the mentor and the trainee 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 trainee 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 trainee. 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 trainee know there is always support for the trainee. 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.

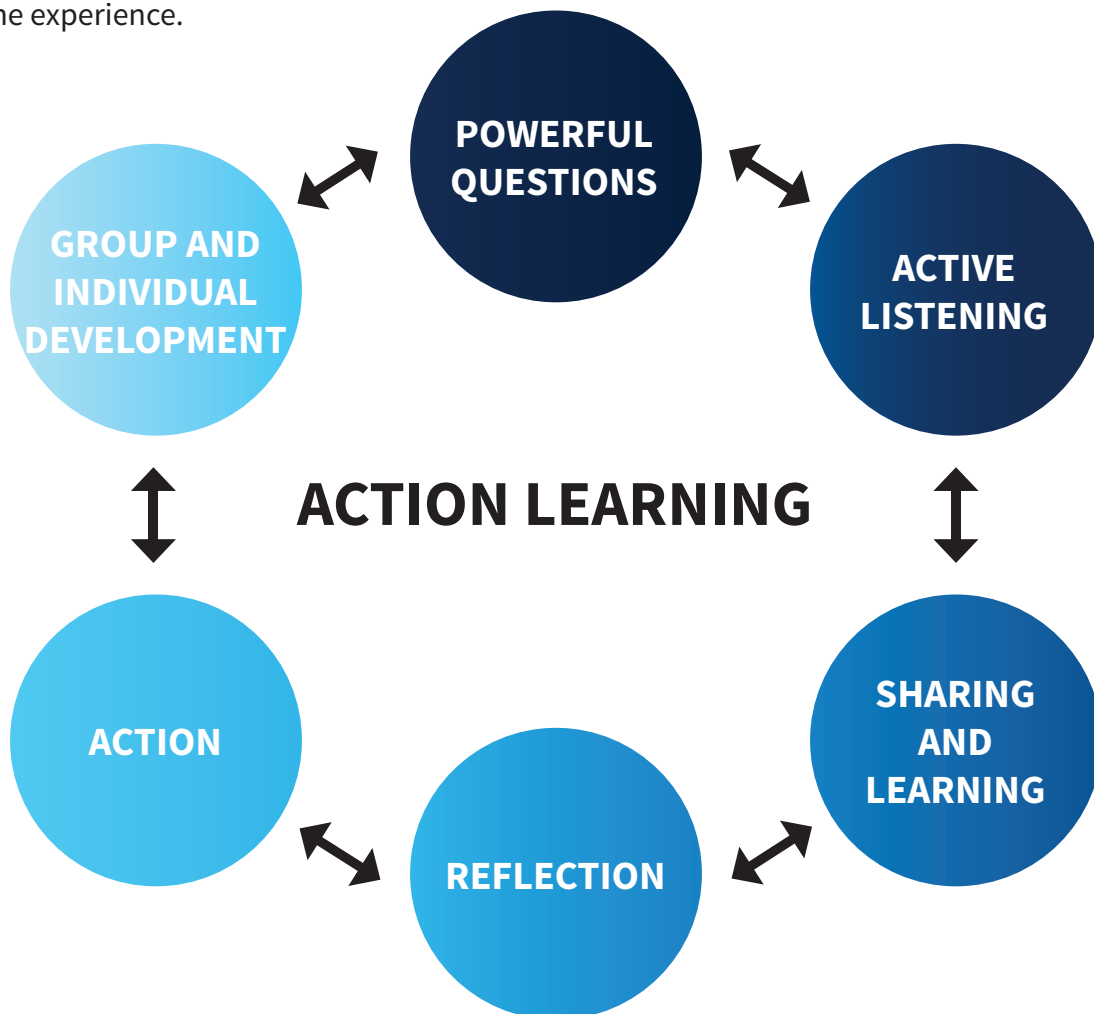
The relationship between the mentor and the trainee does not have to end with the training.

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 trainee 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 trainee. A mentor will have to be flexible to be the best mentor for the trainee. Every trainee has different needs, and every mentor has different strengths. Remember, the relationship between the mentor and the trainee is based on respect; each person will grow from the experience.



Factors about training to consider

Positive	Negative
Teacher/trainer was patient	Teacher showed favoritism
Students were encouraged to learn	Training was boring
Teacher cared and was fair	Trainer was threatening or intimidating
Trainer let me know how I was doing	Trainer was disorganized
Mentor knew their job	Mentor didn't know the subject
Teacher 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 trainee to establish an understanding. It offers the mentor and the trainee 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
Builds a relationship with the trainee	Reduces anxiety and puts the trainee at ease	<ul style="list-style-type: none"> Greet your trainee If they seem anxious, say something like <i>"Don't worry about trying to learn everything at once. You'll have plenty of opportunities to practice."</i>
Identifies the training materials	<p>Ensures the trainee has his/her notes.</p> <ul style="list-style-type: none"> The trainee 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. <p>Checks for prior skills, knowledge, and experience.</p> <ul style="list-style-type: none"> Do not bore the trainee with unnecessary details or skip over something that he/she doesn't know. <p>Do not assume the trainee knows certain steps/tasks or doesn't know certain steps/tasks.</p>	<ul style="list-style-type: none"> <i>"Today..."</i> or <i>"The next topic we are going to cover is..."</i> You will need your manual or notes for the _____ topic and a pen or pencil. <p>You could ask <i>"When and how did you use this equipment?"</i></p>
Reviews the objective	Ensures that the trainee understands what he/she will be learning.	You could say, <i>"Today or the next day, we will cover..."</i> or <i>"By the end of this session you will learn how to..."</i>
Encourages questions	Reduces anxiety	You could say <i>"Please stop me if you have questions."</i>

STEP 2 - MENTOR SHOWS TASK, AND TRAINEE 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.	Explain the purpose of the task.
Positions the trainee to observe the mentor performing the task.	The trainee needs to view the demonstration from the same perspective in which the mentor conducts it.	Position the trainee to the side or slightly to the rear of the mentor.
Refers the trainee to his/her notes during the mentor's explanation and demonstration of the task. Explains each step aloud.	A trainee who uses procedures during training sessions is more likely to use the procedures afterward. Gives the trainee mental picture of what will happen.	Make sure there are no physical barriers between the mentor and the trainee. You can do something like "Use your notes" or "Turn to page 5, section 3 - How to change a... In the user's manual". You can say something like "There are 5 steps to this process. Step 1..."
Demonstrates the task	Allows the trainee 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. Review 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 this because..." or "You need to know how to do these 5 steps because..."
Asks the trainee if he/she has any questions.	Gives the trainee the opportunity to clarify an unclear step(s).	Listen to the responses.



STEP 3—MENTOR OBSERVES TRAINEE, AND TRAINEE PERFORMS TASK

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

- does not point out mistakes, blames, or criticizes the trainee;
- focuses on the trainee's effort and improvement; and
- prompts the trainee when needed.

If the trainee attempts to carry out one of actions steps incorrectly, the mentor can redirect him/her by making statements like these:

- *"If you do it that way, this is what happens."* (If needed, point out the undesirable outcome.)
- *"See what happens when you do it that way."* (If needed, demonstrate the correct action.)
- *"Why won't that work?"*
- *"How else could you do it?"*

What the Mentor Does	Why is this Important	How to Do It
Asks the trainee to explain the purpose and the importance of the task. Coaches , if needed.	Provides the trainee reinforcement that he/she understands the process/task or needs additional help with the process/task.	Ask the trainee: 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 trainee <i>"Why is this task important?"</i> If the trainee answers correctly, make positive comments and give encouragement.
Views the trainee 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 trainee to refer to his/her notes.	Gives the trainee a chance to prepare to do the task correctly.	Refer to the proper notes.
Asks the trainee to explain each step verbally.	Allows the trainee to point out safety and quality concerns while performing the task.	Coaches, if needed. Reminds the trainee to refer to the training module. Acknowledges a job well done if the trainee performs the task correctly.
Asks the trainee 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 trainee if he/she has any questions.	The trainee should know that they could ask a question without criticism.	Reinforce the trust and confidentiality that the mentor and trainee built in the relationship.

STEP 4—MENTOR OBSERVES TRAINEE AND GIVES TRAINEE FEEDBACK

In this step, the mentor does not assist the trainee unless there is potential harm to the trainee, 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 trainee if he/she is ready to perform the task without coaching	It is always good to check in with the trainee to assess how ready they are to complete the task.	Ask the trainee <i>“There are 8 steps to this step. Are you ready to begin?”</i>
Asks the trainee 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 <i>“What are the safety precautions for this task/process?”</i>
Ask the trainee to state the task objective.	A review of the job helps the trainee to think the job through before starting.	You can say something like <i>“What is the objective of the task?”</i>
Asks the trainee to refer to his/her notes	The mentor and trainee can review their notes to ensure they are complete and accurate.	You can say something like <i>“For this step, I want you to refer to your notes.”</i>
Asks the trainee to explain the task.	When the trainee 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 <i>“Please explain the task you will perform for me.”</i>
Asks the trainee to explain while they perform the task.	When the trainee explains what they are doing, it helps to reinforce the proper procedures for getting the job done.	You can say something like <i>“As you complete each step of the task, please explain each step.”</i>
Prompts the trainee to make a performance self-assessment	Prompting the trainee 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 <i>“You have just completed the task. Which steps do you think you performed really well, and which step(s) do you think you need to work on?”</i>
Gives the trainee immediate feedback on the trainee’s task performance.	It is very important the trainee knows how well they did the job so they can improve where needed. Trainees usually appreciate acknowledgement for a job well done.	You can say something like <i>“Now I’d like to give you my feedback.”</i>

FEEDBACK**What is feedback?**

- A way to let the trainee 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 judgmental. Talk more about facts and less of opinions. It’s about job performance, not personality.
- Be specific, not general. Talk about recent events or situations; don’t accuse the trainee of always doing something wrong or never getting it right.
- Talk about behavior or situations that the trainee 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 trainee’s ideas and feelings. Show that you are concentrating on what he/she is trying to communicate. Be aware of your non-verbal 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 trainee’s framework, and try to understand what the message meant to him or her.

STEP 5—MENTOR AND TRAINEE DEBRIEF

What the Mentor Does	Why it is Important	How to Do It
Summarizes the task	Going over the task after the trainee has completed it reinforces good practices.	You can begin by saying “ <i>You just completed...</i> ”
Asks the trainee 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 “ <i>Does anyone have any questions about...?</i> ”
Reviews the performance objective.	Asking the trainee instead of telling him/her to put the information in his/her own words.	You can say something like “ <i>What is the objective of the task?</i> ”
Asks the trainee 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 “ <i>Are you ready to receive your feedback?</i> ”
Schedules the evaluation or practice time and place.	Setting a time for the evaluation or other activities prompts the trainee to prepare him/herself.	You can say something like “ <i>Is this a good time, or would you like to schedule your feedback for another day or time?</i> ” or “ <i>Do you need to practice? If so, when do you want to complete your practice session and where do you want to do it?</i> ”
Tells the trainee <ul style="list-style-type: none"> Where they can get help You will do follow-up training 	Offering support and references gives the trainee confidence that you are doing what is in their best interest to succeed.	You can say something like “ <i>If you think you need additional help performing this task, here are some people that can help you.</i> ”

9. TYPES OF QUESTIONS

Open-ended questions	Closed-ended questions
Solicit longer answers	Can be answered with either a single word or a short phrase.
Ask for the trainee's knowledge, opinion, or feelings.	Usually result in yes or no answers. Keep control of the conversation with the questioner.
When to use: <ul style="list-style-type: none"> To understand each other To listen to each other To share control of the conversation 	When to use: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> "Describe for me..." "Show me..." "When do you use this..." 	Examples of closed-ended questions: <ul style="list-style-type: none"> "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 her. Use what you know about him or her to help you phrase your message.
- 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 percent of our waking hours in verbal communication.
- We are only 25 percent 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 training 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.

TYPES OF QUESTIONS

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 where 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 messages 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 trainee form a team, and every team faces problems and challenges in the course of 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 the 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 recognize 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 a mentee and a mentor, providing both with opportunities to share talents, skills, experiences, and expertise.
- Focused on the growth and development objectives of the mentee, supplementing learning experiences 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 Mentee and Mentor.

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 mentee'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 mentee 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 needs and current responsibilities.

THE BENEFITS OF MENTORING

Benefits to the Mentee

- 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

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LRSC EARN AND LEARN APPRENTICESHIP PROGRAM

COURSE SIGN-IN FORM

Company Name_____

Company Location_____

Date_____

Presenter_____

Topic of Presentation_____

<i>NAME</i>	<i>TITLE</i>
_____	_____
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LRSC EARN AND LEARN APPRENTICESHIP PROGRAM***COURSE EVALUATION FORM***

Train-the-Trainer Course—This form can be adapted and used after each of the classes or can be used at the conclusion of the course.

In order to improve the usefulness of this course, your thorough and thoughtful assessment is requested. Your feedback will help identify changes that can strengthen the overall course. Please provide your comments below. Your signature is not required.

1. What should we keep in this course because it was of benefit to you?

2. What in the course should we change or eliminate?

Your name (optional): _____

LRSC EARN AND LEARN APPRENTICESHIP PROGRAM

STUDENT INFORMATION FORM

Name _____

Student ID _____

Address _____

City _____ State _____ Zip code _____

Email _____ Cellphone _____

EMERGENCY CONTACT INFORMATION

Emergency contact name _____

Relationship (i.e. parent, neighbor, etc.) _____

Contact # _____

WORK PLACEMENT ARRANGEMENTS

Training organization _____

Type of Program (intern, apprenticeship) _____

Trainer/Course coordinator _____

Agreed day(s) of attendance _____

Daily attendance time _____

Place(s) of attendance _____

Mentor/Supervisor _____

LRSC EARN AND LEARN APPRENTICESHIP PROGRAM

WORK PLACEMENT PROGRAM EVALUATION

Industry Mentor Feedback

Period of work placement _____

Mentor/Workplace _____

Contact _____

What were the most positive aspects of being involved in the work placement program?

What were the least positive aspects (if any?)

Did the program fulfil the outcomes you thought it would? _____

Would you recommend being involved in the work placement program to other businesses?

Do you have any suggestions for improving the work placement program?

Any other comments or suggestions?

LRSC EARN AND LEARN APPRENTICESHIP PROGRAM***WORK PLACEMENT PROGRAM EVALUATION*****Student Feedback**

When you have finished your work placement, please complete this self-evaluation. This will help you clarify what you have gained (or not gained) from the experience and how you believe the work placement program could be improved for others who enroll in this course.

Once you have completed the evaluation, please pass a copy on to your trainer/course coordinator so that your recommendations can be considered for future participants. Your feedback and comments will be kept confidential.

Name _____ Signature _____

Mentor/Industry Partner _____ Date _____

What were the most enjoyable aspects of your period of work placement? _____

What were the least enjoyable aspects (if any)? _____

Did the work placement fulfil the outcomes you thought it would? Yes/No If no, why not?

Would you recommend this work placement program to other students? Yes/No If no, why not?

Do you have any suggestions for improving the work placement program? _____

Any other comments or suggestions? _____

LRSC EARN AND LEARN APPRENTICESHIP PROGRAM***APPRENTICE WEEKLY REVIEW FORM*****To be completed weekly by the mentor for each student apprentice**

- To be used in conjunction with the Competency Checklist.
- This weekly review form and payroll timesheets for the month will be sent to LRSC every semester as part of the documentation for work attendance, wages, and ongoing OJT completion (requirement of the DOL). This is the responsibility of the Mentor.

Send to:

Earn and Learn WBL Program

Attn: Melana Howe
 Lake Region State College
 1801 College Drive North
 Devils Lake ND 58301-1598

- To be used in conjunction with LRSC Employer/Apprentice Semester Review form
- To become part of permanent student files for the LRSC Earn and Learn Program
- Documents weekly visits with both the mentor and the student. Visits can be via email, telephone, or texting or in person. Note if referrals or heightened reviews are needed and to whom.

Student Name _____

Apprenticeship Program _____

Industry Partner _____

FORMS: APPRENTICE WEEKLY REVIEW

Weekly Meeting Dates and Times	Comments should include: <ul style="list-style-type: none"> • company relations, • work ethic, • mentorship relationship, • application of class knowledge & skills, and • advancement in job competency. 	Initials
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14		
Week 15		
Week 16		

LRSC EARN AND LEARN APPRENTICESHIP PROGRAM***EMPLOYER/APPRENTICE SEMESTER REVIEW***

Apprentice Name _____

Semester Evaluation _____

Mentor/Supervisor Name _____

Apprenticeship _____

Date of Visit _____

Meeting Agenda

- Grades
- Essential Skills
- Class Integration/Competencies
- Questions
- CQI

Essential Skills (Soft Skills)

- Low (attendance, appearance, personal habits)
- Medium (communication, cooperation, adaptability, collaborative)
- High (problem solving, critical thinking, leadership)
- Areas for development/SWOT (strengths, weaknesses, opportunities, threats)
- Timeline of Apprenticeship Program

Objectives	Outcomes	Date
1st Visit - Did the company receive: <ul style="list-style-type: none"> • Mentor training • Competency checklist • Copy of Dual Model • Review of all items with apprentices and mentors 		
After 1st semester probationary period (90 days)		
End of 1st semester - Apprentice logs for OJL and meeting with employer		
End of 1st year or wage increase		
End of 3rd semester or wage increase		
End of 4th semester or wage increase		
Annual review - Year 3 of employment		
Annual review - Year 4 of employment or final review of program		

13. REFERENCES

- **Chuck Hodell** is the author of the bestselling ATD book *ISD From the Ground Up* and has been involved in the worlds of training and education for more than 30 years. He has written extensively on instructional design and training-related topics for ATD, including several Infolines
- **Edgar Dale's** *Cone of Learning* experience is a model which 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.
- *Learning Connection Hands-On Training* by **Gary R. Sisson** (2001) Berrett-Koehler Publishers, Inc. San Francisco International Training Institute for the Sheet Metal and Air Conditioning Industry (2010) Alexandria VA, www.sheetmetal-iti.org.
- **Diane Walter** of OJT is the author of the book *Training on the Job* published by ASTD in 2002 and has written numerous articles for professional, trade, and academic publication. She's a frequent speaker at national and international conferences and has helped all types of organizations to implement successful on-the-job programs.
- *Mentoring for Maintenance Employees*, by **Donna Lucas**, Program Development Specialist, 2013, Southeastern Pennsylvania Transportation Authority (SEPTA)
- *American Society for Training and Development (ASTD) Books Coaching Basics* by **Lisa Haneberg**, 2006, ASTD Press, Baltimore *ISD From the Ground Up* by Chuck Hodell, (2011)

A special thanks to Harper Community College in Palatine, Illinois, and especially **Dr. Rebecca Lake** for her assistance in developing the Earn and Learn Program at Lake Region State College.

A grayscale photograph of a person's arms and hands working on a laptop. The person is wearing a light-colored, ribbed sweater. The laptop is open, and the person's hands are on the keyboard. The background is slightly blurred, showing a wooden desk and some papers.

Earn & Learn

with Lake Region State College

The logo for Lake Region State College, featuring a blue stylized wave icon to the left of the text "Lake Region State College".

Lake Region
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We.Change.Lives.