Session 12: Effectively Mentoring Apprentices

Wednesday, October 21, 3:00 PM ET
Session 12 Panel

✓ Patrick Enright and Amber Pantiliano (County College of Morris) - Scaling Apprenticeship

✓ Matthew Allen (German American Chamber of Commerce) - Scaling Apprenticeship

✓ Amy Mackenroth and Roy Swift, Dallas College/Workcred - Scaling Apprenticeship

✓ Steve Anderson, Electrical Training Alliance - Closing the Skills Gap

✓ Moderator: Paul Champion, Scaling Apprenticeship SME
Grant Sectors

- County College of Morris (SA)
  - Advanced Manufacturing
- Dallas College (SA)
  - Healthcare
- Electrical Training Alliance (CSG)
  - Advanced Manufacturing
Electrical Training Alliance

- Electrical training ALLIANCE (eTA) – Formerly the National Joint Apprenticeship and Training Committee (NJATC) for the Electrical Industry

- Purpose to establish curriculum and training material for the electrical industry – both Apprentice and Journeyman material

- We train Inside Wireman (Electricians), Outside Lineman, Residential Wireman, Voice, Data, Video Installer Technicians, and several other technician programs

- We currently train over 45,000 apprentices and 65,000 Journeyman per year Nationally in the Classroom and on the Job
Mentor Stakeholders

- Program Training Directors
- Classroom Instructors
- Journeymen in the Field for On-the-Job-Training (OJT)

Importance of Mentoring

- Provide Guidance
- Ability to Honestly Critique Apprentices Performance
- Reinforcement to Learning Process
- Ability to Set a Good Example
- Provide Structure and Discipline
Qualified Vs. Unqualified Mentors

- **Qualified Mentors are:**
  - Qualified to Teach
  - Knowledgeable in Subject Area
  - Able to Project a Feeling of Competence
  - Have personal experience beneficial to being a mentor

- **Challenges connected to Unqualified Mentors:**
  - Ineffective learning
  - Affect both attitude and ability of mentees
  - Inhibits success of apprentice to complete program
Monitoring Apprenticeship Mentoring

- Important for Training Director to have good communication with employer and apprentice

- Apprentice needs to be aware that they can communicate with Training Director and Classroom Instructor concerning their OJT experience

- Ability to measure OJT instructors' knowledge and ability can be a problem
Mentorship in Healthcare

**PRECEPTORS (Required)**
- Formally and informally teach and evaluate the apprentice and guide on-the-job training (OJT)
- Apply adult learning theories and learning assessment during OJT and complete competency skill checkoffs
  - Trained by project staff for consistency/fairness
- Teach, demonstrate, provide resources, and facilitate technical knowledge and skills
- Explain workplace policies and procedures
- Demonstrate appropriate professional role behavior

**MENTORS (Optional, but strongly recommended)**
- Provide career coaching, sponsorship, and networking as the relationship flourishes, ideally over the course of time
- Exhibit use of soft skills and coach apprentices at an appropriate level
- Aid apprentices in the development of personal effectiveness, workplace, and management competencies
- Recommended that this mentor not be in a supervisory or formal instructional role
Preceptor and Mentor Qualities

- Commitment and “fit”
- Respected in the field
- History of monitoring success
- Truth
- Listening
- Collaboration
- Challenge
- Celebration
- Safety
Preceptorship

- Bio-psycho-social-cultural approach to learning
  - High level qualities

- Fairly and consistently evaluate competency skill gains
  - Problem-based learning environments and training centers
  - Preceptor training
Mentorship

- Coaching and assessing understanding
- Case based learning
- Enhancing productivity
- Communication and aligning expectations
- Career advancement
- Apprenticeship specific mentoring skills
- Use of common framework and language
- Career satisfaction, resiliency, burnout
- Diversity and inclusion
- Emotional intelligence
- Partnership
- Holistic approach to adult learning
- Generational difference
- Self-efficacy, self discover, self awareness
County College of Morris

Career Advance USA Grant Program Overview

- History and Status

- Key Elements of the Grant Program
  - Features of the German Model for Integration in USA models
    - Conflict Resolution
    - Accountability
    - Time Management
    - Communication
    - Problem Solving
    - Developing Training Plans
    - Training Techniques
    - Effective Learning Methods

- Train-the-Trainer Component
GERMAN AMERICAN CHAMBER OF COMMERCE PARTNERSHIP
- The German apprenticeship system stands as a best practice for mentorship training by mandating it as part of all apprentice training programs
- Partnership with the CareerAdvanceUSA grant seeks to expand the success of the German mentorship training system in the US

MENTORSHIP TRAINING GOALS:
- To provide skilled professionals with the motivation to grow into the new role of mentor
- To provide skilled professionals with the competencies of mentorship
- To provide the apprentice with a supportive mentor, who is invested in their success

Trained mentors are essential to the success of apprenticeship programs.
Status of Train-the-Trainer Delivery

- New Jersey status
- Grant Program status

Targets for Training

- Numbers to be trained
- Expected Hurdles
Thank You!