MODULE 2: Facilitator's Guide
Developing a Registered Apprenticeship Mentoring Program

Training Setup

- ✓ Arrange seating in small groups of 3-6 per table
- ✓ Have energizing music playing to set the tone
- ✓ Place the following on each table for small groups: pens, notecards, sharpies, and Post-it notes
- ✓ Have 1-2 flipcharts with markers to capture debrief discussions
- ✓ You will also need additional materials that will be used during certain activities
- ✓ Have projector screen prepared for online training guided video
  - o Be sure you have audio capability in the room so people will be able to hear the video. Bring a speaker for your laptop as a back-up.
  - o If using YouTube videos, download the videos in advance and save it on your computer to avoid buffering or internet connection issues. This tool can help you download from YouTube: https://y2mate.com/.

Facilitator's Tips

If you find yourself leading an in-person training, I want you to take a deep breath and know that you are not alone in communicating this content. This facilitator's guide provides a script you can use when presenting the content. At the end, you will find a list of resources that you can research and review to become more familiar with the material.

Throughout this guide, you'll see callouts where you might want to tailor your message, depending on the audience. We also provide you with notes, tips, and context along the way. This information will be labeled "Facilitator's Tip."

Module 2: Agenda and Timeline

Duration (45-60 Minutes)	Topic/Activity
2-3 minutes	Hello & Introductions
5 minutes	Did You Know? Interactive Activity
2-3 minutes	Objectives/DEI Concept Specified
30-45 minutes	Core Content & Interactive Discussions
5 minutes	Reflective Examination Question

Objective: Participants will learn how to develop a Registered Apprenticeship Mentoring Program

Outcome: Engagement and commitment - Stronger internal relational networks

DEI Concepts and Integration: Cultural Competency and Equitable Practices

Reflective Examination Question: Hearing and Listening

Audience: The ideal audience for this module is businesses or those seeking to create a mentoring program within their workplace.

Module 2: Developing a Registered Apprenticeship Mentoring Program

Color-Coded Sections:

White = Module script

Green = Facilitator's tip

Blue = Audience the script is addressing

Hello & Introductions

(2-3 minutes)

Facilitator's Tip: The content in this training uses the words "registered apprentice" and "mentee" interchangeably. If your target program is developing an internship model or workplace mentoring program instead, feel free to replace those words with ones that are more applicable to your audience. This training can be utilized in two different ways:

> 1) assess and strengthen the mentoring strategies for an existing program
> OR
> 2) build a registered apprenticeship mentoring framework from the ground up.

Addressing All Participants:

Hello there!

We are so excited that you have decided to spend the next 45 minutes with us to learn how to develop a registered apprenticeship mentoring program. Your choice to build a strong mentoring program will lead to deeper internal relational connections and networks of support.

This session will discuss how to build a mentoring program from the ground up.

These next 40 minutes will be interactive, engaging, informative, and hopefully refreshing! Let us dive in!

Do You Know? Activity: Who Are Your Mentees/Mentors?

(5 minutes)

Facilitator's Tip: We will start off the training with a quick activity. Ensure everyone has a pad of paper and a writing implement.

Addressing All Participants:

On a piece of paper, create two different columns.

Label the first column "Mentor." Label the second column "Mentee." Under each of these columns, right down words you believe each of these individuals should possess to be a good fit for your program. Some things to consider while writing your words down are:

- What skills should they have?
- Their demographics
- Their interests/hobbies

- Challenges/barriers they may have or can help bring solutions to

Objectives/DEI Concept Specified

(2-3 minutes)

Addressing All Participants:

Now that you have taken the time to assess what kind of individuals would be a great fit for your registered apprenticeship or youth intern mentoring program, let's discuss ways to build a strong program for those groups to thrive.

There are six key research-backed components for building quality mentoring programs. These evidence-based best practices are backed by years of research and provide a framework from which to build or enhance your program. They are adapted from MENTOR National's *Elements of Effective Practice*.

The six standards for an effective workplace mentoring program include:

1. Recruitment
2. Screening
3. Training
4. Matching and Initiation
5. Monitoring and Support
6. Closure

1. **Recruitment:** Recruitment practices identify who will be a great fit for your program and the strategies that you will use to recruit those participants.
2. **Screening:** Screening processes create a clear pathway for mentors and apprentices to understand what onboarding into the program entails.
3. **Training:** Training participants in an engaging and informative manner creates commitment to the program and illustrates your program expectations, guidelines, and responsibilities.
4. **Matching:** Developing criteria for matching participants provides a foundation for success outside of just common career aspirations and paths.
5. **Monitoring and Support:** These processes ensure appropriate oversight and support to encourage mutually reinforcing relationships and program satisfaction.
6. **Closure:** Quality mentoring programs plan for closure of workplace mentoring matches for both anticipated (program completion/requirements) and unanticipated closure scenarios.

By being intentional in the processes you put in place with these six standards, your participants will have a clear understanding of the goals and objectives for this program and in turn, experience such benefits as stronger feelings of program satisfaction, higher workplace morale, and stronger retention rates. For example, a key component of registered apprenticeships includes 2,000 hours spent in on-the-job training with an experienced mentor. That is a critical component to consider as you develop the framework for your mentoring program.

Now that you understand the framework, let's learn more about the specifics!

Core Content

(30 minutes)

Addressing All Participants:

Having different strategies in place within these six key areas is critical to ensure your company has a strong mentoring program that will be able to flourish and thrive. Let us take a deeper look into each of them.

Standard 1: Recruitment

Outcome: Recruit appropriate mentors and apprentices/interns by realistically describing the program's aims and expected outcomes. Incorporate differentiated strategies to attract candidates.

Your recruitment plan should be guided by two key components:

1) Identifying your target audiences for workplace mentors and apprentices/interns.
2) Realistically portraying the benefits, eligibility requirements, practices, and support up front.

A suggested formula for creating a concise recruitment message for your program includes three elements:
1) State the need (the "WHY"),
2) How the volunteer can help (the "HOW"),
3) The benefits (the "WHAT"- what is in it for them).

One note of caution: When recruiting mentors for your workplace program, it's important to avoid creating a culture of mandatory volunteerism and last-minute asks. Serving as a workplace mentor is a commitment so potential candidates should have a voice and choice in this decision.

Once you narrow down these two key components, it is time to create your recruitment plan!

Your recruitment plan can be broken down to these core elements:
1) Define your recruitment goal
2) Identify key sourcing strategies to recruit participants
3) Execute strategies
4) Measure effectiveness of each approach

Facilitator's Tip: You can direct audience members to the downloadable Recruitment Template in the online Resource Hub. This guide can help the audience create recruitment plans with targeted messaging.

Next, let's learn about what screening practices are appropriate for your workplace mentoring program.

Standard 2: Screening

Outcome: Screen prospective candidates to determine whether they have the time, commitment, and personal qualities to be an effective mentor. Screening for apprentices/interns helps in determining if their career goals and aspirations align with the mission and purpose of your mentoring program.

Before you decide on the screening mechanisms you will use, it is important to reflect on how these steps will help you screen in (or screen out) candidates for both commitment and suitability.

Screening questions:

1. What does suitability mean for your workplace mentoring program? What traits, characteristics, experiences, or other criteria describe suitability for your program?
2. What types of strategies will you incorporate to garner commitment from participants in your workplace mentoring program?
3. What processes will you have in place for participants to opt-in or opt-out as they gauge whether they are a good fit for your workplace program model and goals?
4. What are your program's eligibility requirements? How are they communicated throughout your screening process?

Once you have answered these questions, it is time to craft your screening process. Your mentoring program should include these components:

1. Orientation Session: Spell out time commitment, qualifications, talk about screening process, and allow participants to self-select in/out early in the process
2. Application Packet: Provide an overview of program, position/job description, short application, and record check form (where applicable)

3. Interview and Reference Checks: Develop a standard set of questions for in-person interviews, contact references if applicable, and follow up with additional questions as needed
4. Criminal History Record Checks (if applicable): While optional, it is highly recommended that all mentors who work with underage interns or apprentices receive a criminal history background check prior to being matched. You will need to obtain employee permission before running a background check, if you decide to incorporate one into your program. I recommend you consult with your organization's HR department to coordinate this step.

Facilitator's Tip: Businesses may be reluctant to add another step to their program design. Be sure to emphasize that incorporating background checks for mentors working with minors can protect them against any potential liability down the road. If a program decides to incorporate background checks, they should make this clear during the recruitment phase – that way, mentors can self-select out if they feel uncomfortable receiving one.

5. Interpreting the Results of Record Checks (Especially if working with minor youth)
    o Prior history of abuse of children, sexual or otherwise, conviction of any other crime in which children were involved
    o History of extreme violence or exploitative behavior, termination from a paid or volunteer position caused by misconduct
    o Termination from a paid or volunteer position caused by misconduct
6. Additional Screening Mechanisms: Where relevant and applicable:
    o Driving record
    o Credit check
    o Drug testing
    o Confirmation of credentials
7. Pre-Match Training and Moving Toward the Match: Training events provide an additional screening point because workplace mentors can be observed when responding to training activities and interacting with peers and sponsors
8. Workplace Mentoring Support and Supervision: Sponsors providing ongoing supervision and check-ins is another form of due diligence to ensure success for your workplace mentoring matches

Facilitator's Tip: Again, you can direct the audience to additional resources in the online Resource Hub.

Standard 3: Training

Outcome: Train prospective workplace mentors, apprentices or interns in the basic knowledge, attitudes, and skills needed to build an effective mentoring relationship using culturally appropriate language and tools.

To help you think through ways to approach training, let's discuss some key adult learning principles.

Adults

- Learn because they want to
- Feel they know what they need to know
- Like children, learn by doing
- Learn when they are comfortable (i.e. not hungry, cold, tired, etc.)
- Want guidance, not competition
- Learn new material in relation to what they already know

Facilitator's Tip: Every person has their own learning style. That's why it's important to set up your training to meet the needs of the different learners. Some of the people in your audience may be new to training, so this concept will help them understand how to relate to different audiences.

There are three common ways most people learn new information:

- **Hands-On Learners** absorb information through activities: touching, creating, or doing.
- **Visual Learners** absorb information through visual representations such as diagrams, pictures, or videos.
- **Auditory Learners** absorb information by listening to words, lectures, and other types of speech.

Learning Style Quiz[1]

1. When I'm learning something new, I prefer to:
    o   (V) Watch someone else to see how they do it.
    o   (A) Have someone explain it to me.
    o   (H) Try it out myself to get a feel for it.

2. When I'm trying to remember how to spell a word, I prefer to

    o   (V) Write it in order to determine if it looks right.
    o   (A) Spell it out loud in order to determine if it sounds right.
    o   (H) Write it in order to determine if it feels right.

3. When I need to remember a list of items while I'm shopping at the grocery store I:

    o   (V) Write down the list and bring it with me.
    o   (A) Repeat the items I need over and over in my mind.
    o   (H) I recall the items by physically moving through the store.

4. When I was in school, I preferred when my teacher would:

    o   (V) Write on the board or use visuals while they taught.
    o   (A) Explain concepts and ideas out loud instead of making us read them.
    o   (H) Let us learn through trying hands-on activities.

5. I have trouble focusing when:

    o   (V) The room I'm in is very messy or busy.
    o   (A) The television is on or other noise is distracting me.
    o   (H) I need to sit still for long periods of time.

6. When I need to assemble a new piece of furniture, I:

    o   (V) Read the instructions in my head and try to picture how the steps work together before jumping in.
    o   (A) Read the instructions out loud and talk to myself as I work.
    o   (H) Try to assemble the furniture first and only look at the instructions if I get stuck.

7. When I meet someone new, I tend to:

    o   (V) Remember what they look like but forget their name.
    o   (A) Remember their name but have trouble remembering their face.
    o   (H) Remember *where* I met the person, but not their name or face.

Were you surprised by your results?

By becoming aware of our own learning styles, we are better equipped to create trainings that support mentors and mentees in ways that accommodate a wide range of different learning styles as well.

Facilitator's Tip: At this point, you'll transition into another activity: Career Goal Assessment. Explain that this is an activity that mentors can also complete with their mentees. Set up this activity by saying:

Creating clear, realistic, and concise goals can make all the difference in ensuring the mentee and mentor relationship is professionally successful. Together, we'll walk through one activity you can share with mentors and their mentees so they can keep their relationship on track.

Creating goals may seem like a simple task, but it can truly be an art form. Mentors can help mentees develop appropriate goals by first examining successful goals they set for themselves in the past:

- What did the mentor do to ensure they were successful in fulfilling that goal?
    - Did they have small goals that contributed to their big picture goal?
    - Did they work at that goal consistently each day?
    - Did they have external or internal accountability that helped keep them on track?

Unfortunately, there often are roadblocks in place that keep us from successfully reaching our goals. I want you to reflect and think about:

- What was a major obstacle that stood in between you reaching a goal in the past?
    - Did fear play a role in blocking you from reaching your goal? If so, reflect and put a name to that fear. For example: Fear of failure. Fear of successes. Fear of letting someone down. Etc.
    - Did you lack accountability?
    - Was your goal realistic?
    - What other things stood between you succeeding in reaching your goals?

One simple way mentors in your program can promote accountability is by working with their mentees to develop goals.

After writing a goal, the mentee should then come up with three smaller goals that can contribute to reaching the overarching goal.

After that, they should list someone they plan on sharing their goal with and write intentional check-in touch points (at least once a month).

Here is an example of how this could be set up and how a mentor may go about checking in with their mentee.

Facilitator's Tip: Share this example to explain how the goal-setting process can work.

Goal: I desire to have a successful career.

Accountability partner: Jane Doe

Three smaller goals:

1) I will arrive to work on time every day.
2) I will get my degree.
3) I will ask questions when I don't understand something.

Then the mentor and mentee can establish a monthly check-in to ensure they are making progress with the goal. Some questions the mentor can ask include:

- How are things going with your goal?
- How can I support you in making sure you reach your goal?

Facilitator's Tip: Now that you have explained the process to them, ask the audience to create their own goals using the template.

Sometimes simply being aware of what our own internal roadblocks are, and having supportive accountability partners to guide us, can make all the difference in the world.

Standard 4: Matching and Initiation

<u>Outcome</u>: Match mentors and mentees, and initiate the mentoring relationship using strategies likely to increase employee skill sets, retention rates, and mentee/mentor overall satisfaction.

It is very important to think about how you'd like to launch your match. You may already plan to match your participants based on common career paths, expertise, and goals.

You can find sample participant applications and interview forms for your matching process in the Resource Hub.

After you have identified how you are matching participants for your workplace mentoring program, then you need to plan for the strategy to launch these matches.

A best practice in initiating matches is for the sponsor to facilitate a structured, supported first meeting or contact between the workplace mentor and apprentice/intern in order to:

- Reduce anxiety and help matches begin their relationship in a positive way
- Review policies, set expectations and address common issues
- Provide process to outline clear goals and objectives
- Lay out next steps
- Obtain signed statements of understanding or other pertinent paperwork

Standard 5: Monitoring and Support

<u>Outcome</u>: Monitor workplace mentoring relationship milestones. Support matches through providing ongoing advice, problem-solving, training, and access to resources for the duration of each relationship.

Providing ongoing monitoring and support is important because it helps to ensure the relationship is evolving in a quality manner, ensures both parties feel heard, validated, and supported; and also helps set up the relationship for long-term success.

Some suggestions for monitoring and support activities for your program include:

- Establish clear processes for checking in, seeking feedback, and handling any issues that may arise
- Communicate regularly with program participants on an individual basis
- Address concerns that arise and manage expectations
- Bring workplace mentors together for peer support
- Recognize mentors and apprentices at key milestones

By thinking through these steps and having proactive systems in place, you'll ensure your matches are strong from start to finish.

Standard 6: Closure

<u>Outcome</u>: Facilitate bringing the match to closure in a way that affirms the contributions of the workplace mentor and apprentice/mentee. This offers them the opportunity to prepare for the closure and assess the experience.

There are two types of closures you may experience in your program:

1. Anticipated (completion of program, accreditation, graduation)
2. Unanticipated or prematurely ending participation (unexpected move or transfer, illness, change of employment, or other life circumstances)

Examples of closure activities with anticipated closures:

- Program graduations
- Going away or send off celebrations after program completion
- 1:1 meetings between workplace mentor and apprentice/intern

When unanticipated closures happen:

- Have a clear process in place if one of the participants is unable to meet their program commitment, which can include rematching that participant
- Ensure timely notification to the impacted participant
- Establish a plan for continued involvement of the participant impacted, if applicable

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Reflective Examination Question (*Hearing and Listening*)

5 minutes

Facilitator's Tip: At this point, you'll begin wrapping up the training. If you'd like, you can show a clip from the following video before engaging the audience in reflection: https://www.youtube.com/watch?v=U_gRbvHntSw

Addressing All Participants:

As we conclude this session, it is important to add one final note about running a mentoring program.

Utilizing intentional hearing and listening opportunities will ensure the voices of your program participants are used in the structure and success of your program. This session was process focused, but to make your workplace mentoring program an inclusive and equitable one, there must be intention behind these standards.

Take a moment to write down notes for each standard where you will use listening and hearing skills. Some questions to consider:
- How will you incorporate voice and choice of apprentices/interns in the matching process?
- How will you frame your recruitment messaging and use differentiated recruitment channels to attract diverse candidates?
- How will you create feedback loops so that participants know that feedback is heard and action is taken?

These are just some of the questions you can reflect on as you plan how equity and inclusion will be front and center in your workplace mentoring program.

Facilitator's Tip: Give participants a few minutes to reflect. If you can, return to a slide that shows all six standards written out in order. When they have finished, congratulate the audience on completing the training. Thank them for their time and wrap up if they are any final questions. Great job!