

Workbook and Discussion Guide
Resource: [Urban Institute Mentor Guide](#)

Individual Responses for Discussion & Independent thought

Think about an important person in your youth:

1. What did you do together: How were you connected?

2. Why were they important: What did they do for you?

3. Teenagers are known for not wanting adult advice. Why do you think your apprentice might be interested in yours?

4. How would you help your apprentice get organized to work effectively? Think about:
 - a. How getting organized for work would be different from getting organized for school.
 - b. How you would avoid giving your apprentice the idea that you think they're careless and irresponsible.

5. How would you help your apprentice appropriately ask their boss for a change in assignment? Think about:
- a. Why a young person who hasn't had a job before might need advice about this.
 - b. How would you convey your message without making them feel put down?

6. A dentist who gave her summer intern responsibility for planning the clinic's station in health fair said, "She used me as a resource. She planned it and she gave me a role." Think about:
- a. What an apprentice would learn from taking on a project like this.
 - b. How you would balance giving responsibility with giving assistance and oversight.

Breakout rooms 1 & 4: Personal Competence

Definition: Personal Competence is the ability to demonstrate the behavior and attitudes appropriate to an adult workplace, including self-confidence, initiative, motivation, and career planning. Helping an apprentice build personal competence involves a mixture of teaching and advising plus role modeling – acting in appropriate ways yourself so they can see what it looks like.

Scenario: “One of the areas that Don was somewhat lacking in was discipline. When I would set up a meeting with Don, he thought it was okay to show up late.”

Directions: Think about what you would do in the situation and discuss as a group. Use the below questions to guide your discussion.

1. How have you or how would you envision teaching a personal competence like punctuality?

2. What would you or did you do?

3. Is there anything you think a mentor should avoid doing?

4. Would it make a difference if your own race, ethnicity, and background were similar to or different from the apprentice's?

Breakout rooms 2 & 5: Social Competence

Definition: Social Competence is the ability to be a productive member of a particular group or organization. Helping an apprentice build social competence involves a mixture of teaching and advising plus role modeling – acting in appropriate ways yourself so they can see what it looks like.

Scenario: English was not Suzie’s first language and it was not the language she used at home, but it was expected that all employees in the company use proper standard English while on the job.

Directions: Think about what you would do in the situation and discuss as a group. Use the below questions to guide your discussion.

1. How have you or how would you envision teaching a social competence like using language appropriate to a workplace?

2. What would you or did you do?

3. How would you try to maintain the apprentice’s pride and identity?

4. Would it make a difference if your own race, ethnicity, and background were similar to or different from the apprentice’s?

Breakout rooms 3 & 6: Problem Solving and Critical Thinking

Definition: Problem Solving and Critical Thinking are increasingly important at work. If an occupation doesn't need these competencies, people in that occupation probably don't need training as apprentices. They also will probably not earn enough money to have a comfortable life. One of the best ways to teach these competencies is to engage your apprentice in solving problems you face, when you may not know the solution either.

Directions: Talk about the challenge of teaching those competencies. For this breakout discussion, you will not use a specific scenario, as you can think about your own experiences and use the below questions to guide your discussion.

1. Do you work on projects that you have involved your apprentice in?

2. What has been most challenging about that? Most satisfying?

3. If you haven't already, are there projects you could involve them in?

4. How do you make a project challenging for your apprentice but not overwhelming?