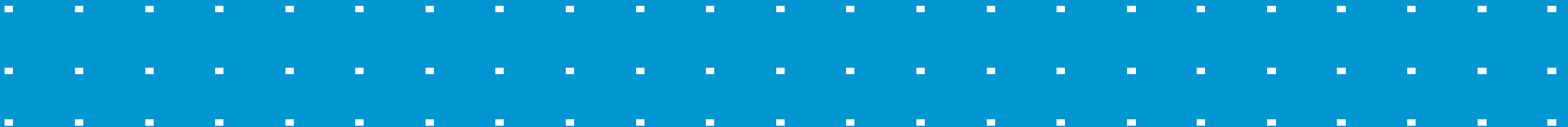




# Mentoring in Practice

February 24, 2022

Youth Apprenticeship Intermediary Project



# YAI Project: ABOUT & IMPACT

**Increase** awareness, quality, and number of youth registered apprenticeships in the US

**Advance programs** in IT, manufacturing, healthcare, automotive, hospitality, and construction

**Support** employers & sponsors design, register, launch, and sustain youth apprenticeship programs

**831 new youth apprentices** since 2019

**20 new programs**, 5 national programs, multiple employers, across 16 states

**Public-facing resources** including reports, podcasts, blogs, factsheets, events, tools, and videos

# HOUSEKEEPING



Use your Workbook to follow along and jot down notes.



Respond in chat and/or by unmuting and speaking, prompted by the instructor

# Instructor Introduction: Steve Hamilton

Stephen Hamilton is Professor Emeritus of Human Development at Cornell University

He has done research in the US, Europe, and Latin America on the transition to adulthood, apprenticeship and other forms of work experience, community service learning, and mentoring



# Agenda

Introduction

Mentor Roles and Activities

Breakouts

Discussion

# Goals



**UNDERSTAND WHAT  
A MENTOR IS AND  
DOES**



**LEARN WHAT THE  
BEST MENTORS DO**



**LEARN FROM EACH  
OTHER: TODAY AND  
IN THE FUTURE**



**BECOME MINDFUL  
ABOUT MENTORING**



# Poll Question #1







# Poll Question #2

Think about an important person in your youth:

**What did you do together: How were you connected?**

**Why were they important: What did they do for you?**

# What is a Mentor?

Teacher

Advisor

Advocate

Confidant

Role  
Model

# Strengths of Mentors as Teachers

Expertise

Apprentice's motivation to learn

One-to-one relationship

Learning by doing

Teenagers are known for not wanting adult advice.

**Why do you think your  
apprentice might be  
interested in yours?**

# Strengths of Mentors as Advisors

Professional experience and expertise

Wisdom as an adult

# What Do Mentors Teach and Advise About



Technical Competence – How to do the work well



Personal Competence – How to be a good worker & have a productive career



Social Competence – How to work well in an organization



Problem Solving & Critical Thinking – How do to work that is not routine

# PERSONAL COMPETENCE: GETTING ORGANIZED

## **How would you help your apprentice get organized to work effectively?**

Think about:

- How getting organized for work would be different from getting organized for school
- How you would avoid giving your apprentice the idea that you think they're careless and irresponsible



# SOCIAL COMPETENCE: ASKING THE BOSS FOR A CHANGE

**How would you help your apprentice appropriately ask their boss for a change in assignment?**

Think about:

- Why a young person who hasn't had a job before might need advice about this
- How would you convey your message without making them feel put down?

## PROBLEM SOLVING: PLANNING FOR A HEALTH FAIR

**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:

- What an apprentice would learn from taking on a project like this
- How you would balance giving responsibility with giving assistance and oversight

# BREAKOUTS



Refer to your workbooks



10 minutes to discuss a scenario with your group



Be prepared to have someone report on what was discussed

# Breakout Discussions



Report outs from groups



Mentor Responses



**Q&A**

- Good mentoring! See you on March 31.
- For questions or comments:  
[apprenticeship@urban.org](mailto:apprenticeship@urban.org)