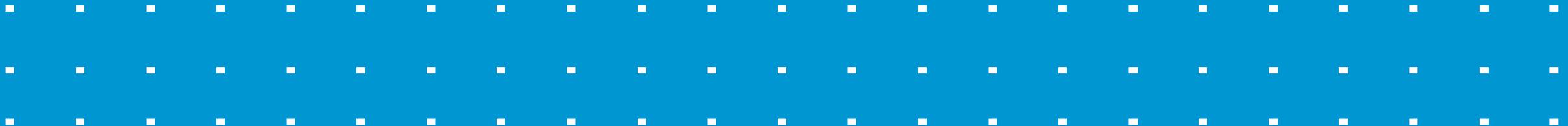




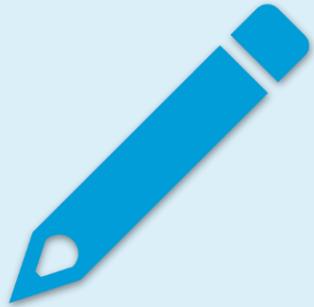
# The Making of Mentors: Developing Training Programs for Mentors of Youth Apprentices

April 27th, 2023

Youth Apprenticeship Intermediary Project



# HOUSEKEEPING



Use your Workbook to follow along and jot down notes.



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

# 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

**1563 new youth apprentices** since 2019

**23 new programs**, 4 national programs, multiple employers, across 16 states

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

# 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

Review

Importance of Training Mentors – and how Your Organization Approaches it

Components of Successful Training Program

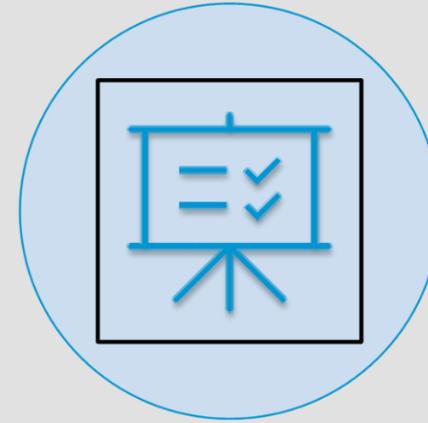
Breakout Sessions

Using Scenarios in Mentor Training

# Learning Objectives



**UNDERSTAND THE VALUE OF  
TRAINING APPRENTICES'  
MENTORS**



**BE ABLE TO ARTICULATE THE  
GOALS AND OBJECTIVES OF  
MENTOR TRAINING**



# Poll Question

# Review: Session 1 Focused on What Mentors Teach

**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 to do work that is not routine

# Review: Session 2 Focused on How Mentors Teach

Demonstrating

Explaining

Giving Constructive Feedback

Asking Reflective Questions

Engaging Jointly in Complex Projects

# Review: Session 2 Cont. What Mentors Advise About

Career Planning

Financial Matters

Ethical Questions

Personal Relationships

Today,

How do we train mentors to deliver the kind of work discussed in our prior sessions?

What should be considered when putting together a training plan for mentors to youth apprentices?

# Training: Helping someone learn to DO something

- Orientation is important but it is not training
- Telling is not training, though some telling is needed
- Practice is central to training
- Once isn't done
- Trainees already know things, which is a resource for training

# Why Train Mentors?

- Some people are naturals
- Training can help more mentors do what the best mentors do
- Training gives new mentors more confidence
- Mentors need to assure that apprentices are mastering required competencies
- Youth apprentices are not adults

# Consider and Discuss:

- What do you think mentors need to know and be able to do?
- Do your mentors get the orientation, training, and support they need?
  - If not, Why not?

# GROUP DISCUSSION



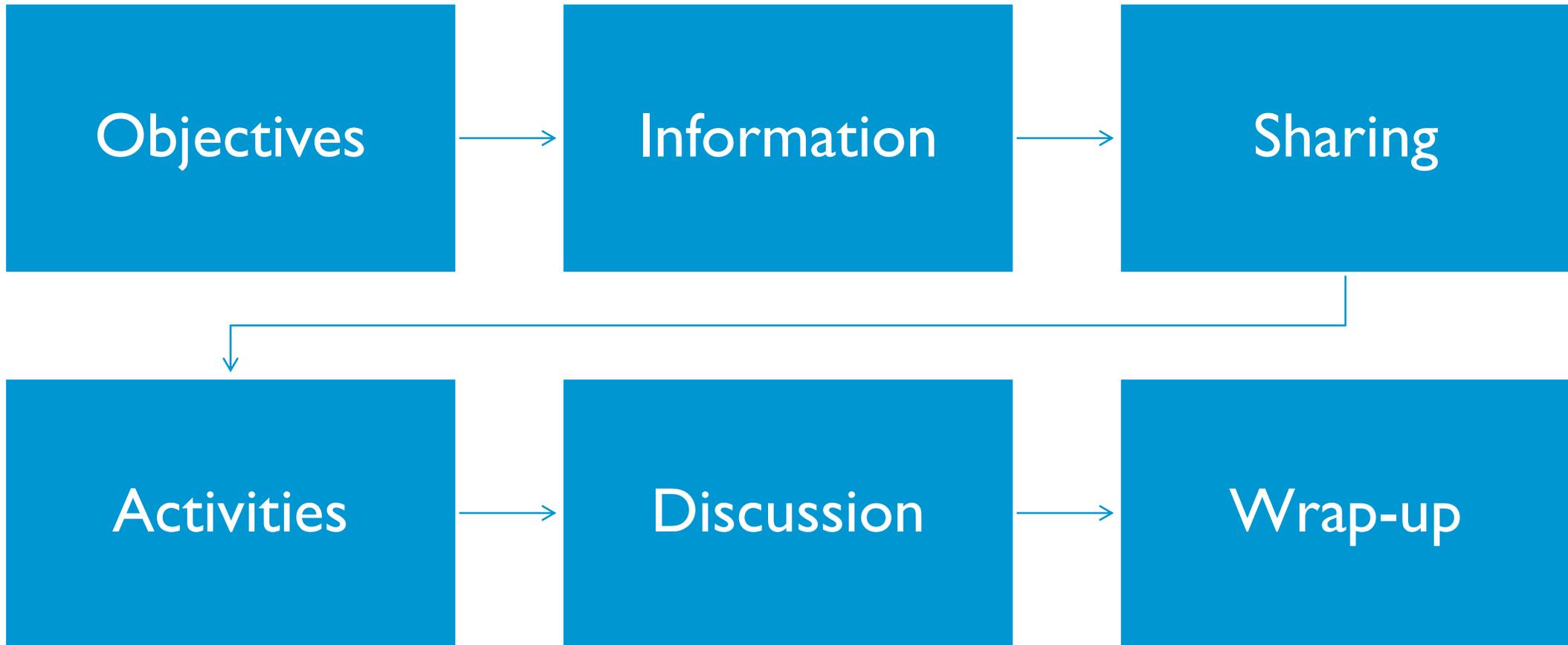
**Raise your hand to be called on**



**Come off Mute**



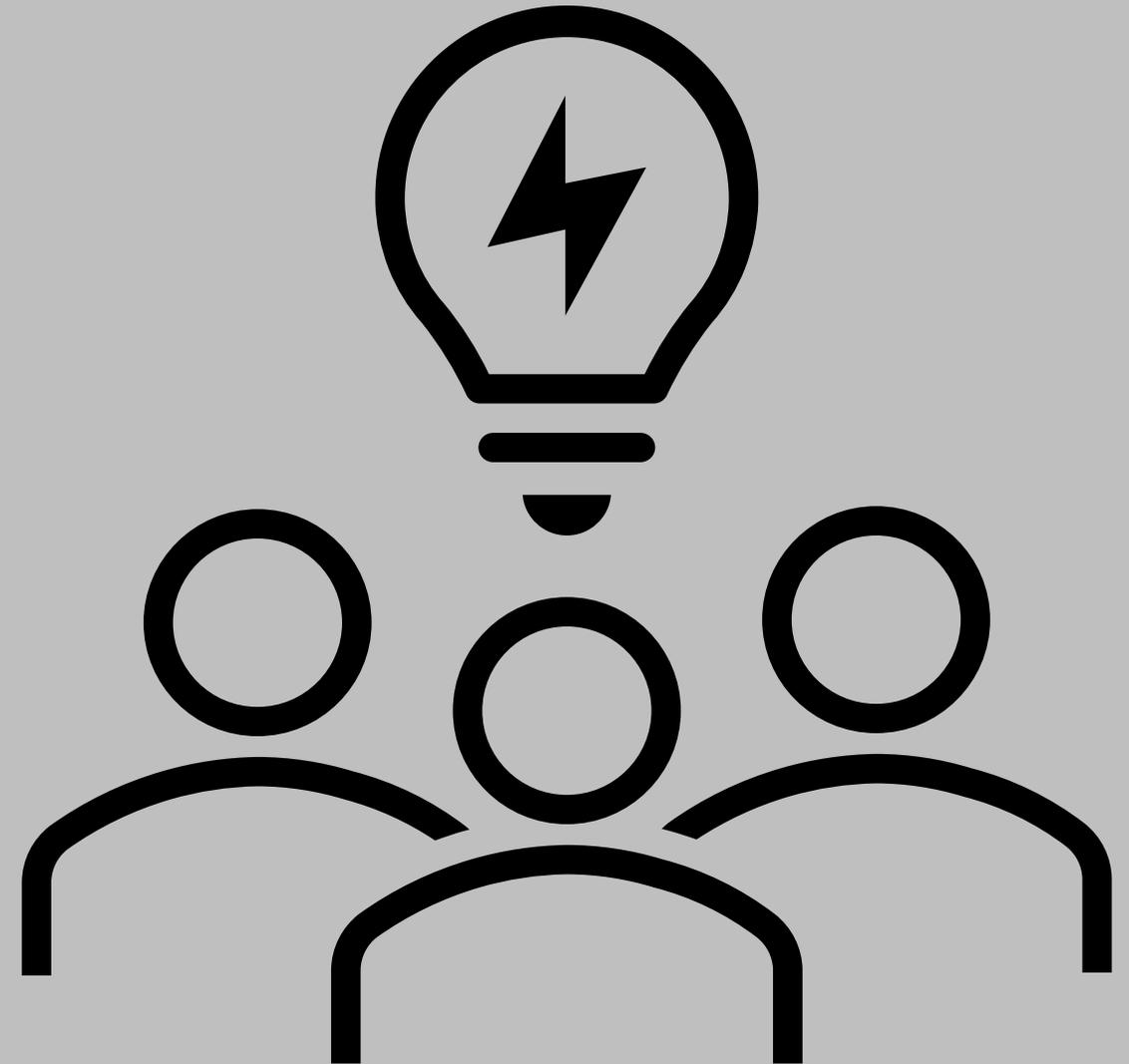
**Share your response to one or more of these questions.**



**What are the components of a successful training plan for mentors?**

WHAT IS A GOOD THING  
YOUR ORGANIZATION  
DOES FOR MENTORS?

WHAT MORE DO YOU WISH  
YOUR ORGANIZATION  
COULD DO?



# BREAKOUT SESSION



**Refer to workbook**



**Share what your organization does and/or what you wish you could do.**



**Be prepared to share some ideas with the whole group.**

# Scenarios: a good training activity

# GROUP DISCUSSION



Raise your hand to be called on



Come off Mute

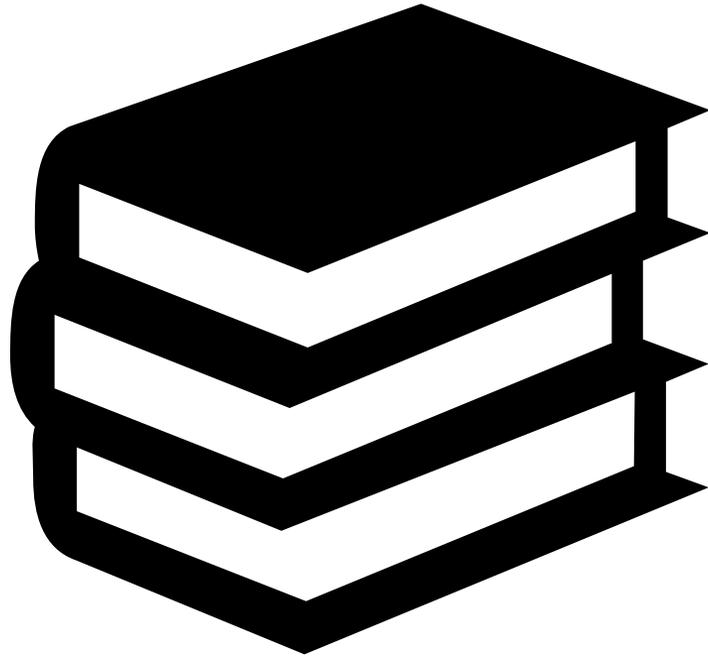


Share how you would handle the scenario and or how you could incorporate it in your organization

# Scenario 1

After your apprentice shows up late for the third time, you explain to him that he'll be dismissed if he's late again. He tells you that he has to take the bus from school to work and it's sometimes late, or it arrives early and he has to wait for the next one.

## Scenario 2



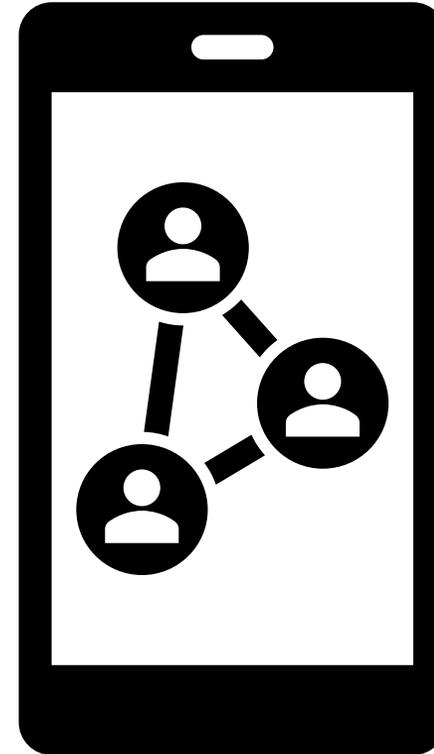
Your apprentice's school warns that their grades have fallen and they are at risk of losing their place in the program.

## Scenario 3

Your apprentice, a nursing assistant, has overcome her shyness and now conveys professional confidence with patients and colleagues, but when a patient urgently needs medication and no one else is around she administers it herself, which she is not trained or certified to do.

# Scenario 4

Your apprentice invites you to friend them on social media.



# Takeaways

- Training can help new mentors learn to do what good mentors do.
- Training requires activity as well as information, ideally during more than one session.
- Scenarios help mentors consider in advance how they might handle different situations.

