



COURSE FOR MENTORS

Handbook for Moderators

Module 2: During the Apprenticeship



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1 Introduction

About the project

Apprenticeships at Professional Higher Education (PHE) level provide students with opportunities to build up new skills and knowledge both on and off the job, while providing companies a reliable way to evaluate and shape potential future hires, as well as benefiting from new perspectives which can only be offered by students straight out of education. However, despite their clear advantages, apprenticeship systems are challenging to manage.

The ApprenticeTrack project partners aim to:

- Propose digital methods to strengthen the management of apprenticeships
- Create a prototype tool for the management of apprenticeships
- Develop and implement a course on apprenticeship-management
- Test and validate the tool in live environments

The **vision** of the project is that the digital tool for managing apprenticeships, developed during the project, will be

- recognised as a model to improve the quality of apprenticeships and will be adopted widely;
- updated and improved in the future by the users;
- and will serve as a basis for the development of formal international standards and guidelines.

The **mission** of the project is to develop a digital management tool that supports PHE institutions and employers to offer and direct high-quality apprenticeships.

Course for mentors

Apprenticeship-management isn't only about the tools, but also about the competences of the persons involved in the management of those apprenticeships. A custom-course for Small and Medium-Sizes Enterprises (SMEs) will be designed, covering the following themes: key features of apprenticeships, integrating placements into strategic workforce planning, gaining the support of colleagues and senior managers, drawing up an apprenticeship agreement and employment contract, managing, mentoring and supporting your apprentice, assessing performance and integrating apprentices into your workforce.

The Course for mentors will take into account the **Learner-Centred Pedagogy**. This pedagogical approach has many associated terms (e.g., constructivist, student-centred, participatory, active), but generally draws on learning theories suggesting learners should play an active role in the learning process. Students, therefore, use prior knowledge and new experiences to create knowledge. The teacher facilitates this process, but also creates and structures the conditions for learning.

Source: <https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/teachers-and-pedagogy/effective-and-appropriate-pedagogy>.

Countries of implementation and the moderators

Moderator:

- Czech Republic

Moderator:

- Slovenia

Moderator:

- Croatia

1.1 Course structure

The course for mentors (*expected are 5 mentors per 3 partner countries*) is divided into **3 modules**, each of which consists of **5 themes** (please see chapter 1.3)

Each of the 3 modules will last for **26 hours** in the time period of **14 days** (please see chapter 1.2). This means that the course altogether will last for 42 days (79 hours). The **first online hour** will be conducted as an introduction to the whole course and will be held only once before Module 1.

Regarding the content, **Module 1** refers to the preparation and planning of the apprenticeship by mentors, **Module 2** refers to the actual performance of the apprenticeship and its running and **Module 3** refers to the completion and evaluation processes after the apprenticeship is over.

	INTRODUCTION	PREPARATION	PRESENTATION	IMPROVEMENT	CONCLUSION
Type of training	ONLINE	WORK AT HOME	LIVE WORKSHOP	WORK AT HOME	ONLINE
Activities	<p>Introduction to Module 2</p> <p>Introduction of themes in Module 2</p> <p>Distribution of practical examples / cases among mentors</p>	<p>Preparation of solutions for given practical cases based on mentor's experience</p> <p>Consultation with moderator as needed</p>	<p>Presentation of prepared solutions to practical cases (by mentors)</p> <p>Exchange of good practices (among mentors)</p> <p>Coaching the discussion and introduction of supporting</p>	<p>Improvement of solutions of practical cases with feedback received during the discussions</p> <p>Finalization of practical cases by using the proposed supporting study materials and other</p>	<p>Review of improved solutions</p> <p>Final questions</p> <p>Conclusion and Wrap up</p>

			materials (moderator)	relevant sources	
Duration	1 hour	9 hours	6 hours	9 hours	1 hour

1.2 Timeline

Activities	Number of hours	Distribution by days
INTRODUCCION: ONLINE	1 hour	Day 1
PREPARATION: WORK AT HOME	9 hours	Days 2 to 5
PRESENTATION: LIVE WORKSHOP	6 hours	Day 6
IMPROVEMENT: WORK AT HOME	9 hours	Days 7-9 for improvement Days 10-11 for feedback Days 12-13 for finalization
CONCLUSION: ONLINE	1 hour	Day 14
Together (Module 2)	26 hours	14 days

1.3 Themes

Module 1: Preparation for the Apprenticeship

- Identifying and recruiting placements (Examining the suitability of the host organisation for the training activity) and identifying mentors
- Knowing the legislation on apprenticeships (including the legal requirements and school requirements, content of the agreement, financial plan ...)
- Designing the Mentoring Plan and the Apprenticeship Plan, establishing and meeting the requirements of the Training Agreement with the apprentice and the apprenticeship organiser, including the Evaluation Plan
- Participating in the selection of apprentices
- Finding the appropriate tools according to the Apprenticeship Plan (*including quality management requirements*).

Module 2: During the Apprenticeship

- Pre-training activities
- Integrating the apprentice in the host organisation
- Training at the workplace
- Monitoring the apprenticeship
- Conflict resolution: arising of potential problems during the Apprenticeships (*including risk management*)

Module 3: Completing the Apprenticeship

- Assessing apprentices: methodology
- Assessing apprentices: criteria and indicators
- Evaluating Apprenticeships: self-evaluation
- Evaluating Apprenticeships: student-mentor relationship
- Evaluating Apprenticeships: PHEI-host organisation relationship

2 Activities

2.1 ONLINE INTRODUCTION

Presentation of themes and cases to Mentors

Introduction to each topic – 5 minutes, followed by discussion and questions of 5 minutes.

For the presentations of the topics, Microsoft teams, Skype Business or Zoom can be used.

Detailed instructions of what is expected from mentors in the assignments will be given to the participants and they will be asked to prepare some written solutions for the topics having in mind their own host organisation with all of its specifics. Mentors are also encouraged to give suggestions for new or similar topics that they thought of while solving these cases.

The distribution process of cases among Mentors

Mentors will have the opportunity to say which case they could benefit the most from or for which case they think they can present the best solutions. Each mentor will be given an opportunity to present in 1 minute why they want a certain topic.

Should more mentors want the same topic, they will draw cases.

Presentation of »SMART goals« methodology to Mentors

2.2 THEME 1

Pre-training activities

2.2.1 PREPARATION: WORK AT HOME

Name of the case: How to successfully pre-train remotely?

Short description

Good preparation and pre-training activities are correlated with a successful apprenticeship. What do you think these activities should be and how would you implement them if an apprentice is located in another city and cannot come before the apprenticeship starts?

Task 1 for mentors

Prepare a document which contains 3 pre-training activities, list options for remote training, describe the length of the activity and the persons who will be doing it. Explain, based on the example of your own organisation, why this would work for you. Write 3 good pre-training activities.

Duration

5 hours for preparation, meetings with colleagues and research for the case; 1 hour of consultation; 2 hours for preparation of the presentation and 1 hour of feedback from colleagues

Questions to be answered by mentors	<ul style="list-style-type: none"> • Write 3 good pre-training activities. • What are the options for non-face-to-face pre-training? • How long do you think pre-training should last? • Should the mentor also do pre-training? • Optional for larger companies: Name 2 more people that can benefit from pre-training in your organisation.
Didactical tools	<ul style="list-style-type: none"> • Presentation • Discussion

2.2.2 PRESENTATION: LIVE WORKSHOP

Scenario of live workshop

Scenario of live workshop	Time
Moderator: Introduction to the seminar followed by structure of the seminar: 20min Extra 10 min reserved for any other activity	(20 min + 10 min) = 30 min Total: 0:30
Task 1 Presentation of the task: 15 min Questions & comments: 10 min Interactive activity: 20 min	(15 min + 10 min + 20 min) = 45 min Total: 1:15

Presentation of the materials: 20 min	20 min Total: 1:35
Coffee break 10 min	
Task 2 Presentation of the task: 15 min Questions & comments: 10 min Interactive activity: 20 min	(15 min + 10 min + 20 min) = 45 min Total: 2:20
Presentation of materials: 20 min	20 min Total: 2:40
Task 3 Presentation of the task: 15 min Questions & comments: 10 min Interactive activity: 5 min	(15 min + 10 min + 5 min) = 30 min Total: 3:10
Presentation of the materials: 20 min	20 min Total: 3:30
Lunch break: 45 min	
Task 4 Presentation of the task: 15 min Exercise 1: 10 min Exercise 2: 10 min	(15 min + 10 min + 10 min) = 35 min Total: 4:05
Presentation of the materials: 20 min	20 min Total: 4:25
Task 5 Presentation of the task: 15 min Exercise: 25 min	(15 min + 25 min) = 40 min Total: 5:05

Presentation of the materials: 20 min	20 min Total: 5:25
Presentation of application: 40 min Questions: 15 min Wrap up: 15 min	(40 min + 15 min + 15 min) = 70 min Total: 6:35
Total hours	6:35

Presentation of solutions by mentors

Name of the case	How to successfully pre-train remotely?
Type of the presentation	Explain the case and why they have chosen it; what experience do they have with this topic and then presentation of the case. Study materials and follow the PowerPoint instructions.
Timeline	20 minutes presentation and 10 minutes feedback
Format of the presentation to use	PowerPoint, read instructions for PowerPoint preparation.

Interactive group work after the presentation – solution development

Gathering feedback

Exchanging good and bad experiences

Brainstorming for alternative pre-training activities. All participants give as many ideas as they can think of without judgements and negative criticism; in order for the process to be successful and creative. Everyone needs to feel safe to give any idea that comes to mind and all ideas should be welcomed positively. The more ideas, the better the result. Ideas can be written on post-its and the moderator can put them all on the wall. Once all ideas are written, they are separated into “groups” – similar ideas go to one group and so on. Once we have a couple of groups, participants discuss what the possible solutions are and elaborate on them.

Exchange of good practice examples among mentors – further solution development

Explain why this approach would be a good fit for your organisation.

Outcomes: NEW KNOWLEDGE AND SKILLS

- Briefing methods
- New documentation - organisation's information document, risk procedure document - examples of this document will be provided.
- Analysis of the host organisation

Coaching / Didactic methods

Pointing out good examples from the practice (from other mentors); peer learning.

Introduction of study materials by moderator

15-20 min presentation

2.2.3 IMPROVEMENT: WORK AT HOME

Short description

Based on the feedback that mentors received at the **Live workshop** from the moderator/coach as well as from other mentors, and based on the **study materials**, mentors must now improve their solutions for the given cases – **development of solutions**

Tasks for mentors

- Review of the notes from other participants
- Consultations with the mentors
- Introduction of the mentors who have been in this or similar positions.
- Development of new solutions.
- Review of study materials.
- Mentors will need more support in coming up with the solutions for remote pre-training. Additional to the templates there can be a list of examples for pre-training for remote situations.

Timeline per activity

- Review of the notes – 1 hour
- Review of the study material- 1,5 hours
- Consultations- 1,5 hours
- Development of the solution- 1 hour
- Fill in the prepared templates- 2,5 hours
- Finalisation- 1,5 hours
- Getting familiar with the use of **the Apprentice Track app functionalities**- 1 h for training

Templates for best practice cases

Mentors should fill in templates for best practice cases in the Workbook for mentors.

2.2.4 CONCLUSION: ONLINE

Short description

Mentors should present their improved final solutions of the cases to other participants during an online meeting.

Reviewing of improved solutions	Presentation of final solutions of case studies
	Presentation of main areas of the case (10 min)
Time for questions	10 minutes for presentation
	10 minutes for feedback

2.3 THEME 2

Integrating the apprentice in the host organisation

2.3.1 PREPARATION: WORK AT HOME

Name of the case: How to successfully integrate the apprentice with employees

Short description

It is important that the apprentice feels welcomed in the host organisation and has good communication and cooperation with other employees. Given the commonly short period that apprentices spend in the host organisation, some employees are reluctant to share their work experience. Their position is that it doesn't matter as the student will be there only for a short period of time and this, when combined with the lack of experience of the student, results in the longer process for fulfilling some tasks which frustrates other employees and takes a lot of their time.

Task 2 for mentors

Write a document and prepare a presentation that includes 3 examples of how to motivate employees to help an apprentice and a 3-step procedure for integration and team building activities.

Duration

5 hours for preparation, meetings with colleagues and research for the case; 1 hour of consultation; 2 hours for preparation of the presentation and 1 hour of feedback from colleagues.

Questions to be answered by mentors	Write 3 examples of how to motivate employees to help an apprentice. Propose a 3-step procedure on how to introduce and integrate apprentices with the employees. Propose quick team building activities for the employees and apprentice.
Didactical tools	<ul style="list-style-type: none">• Presentation• Problem based methods
Expected Outcomes (new competences)	<ul style="list-style-type: none">• The mentors will have a guide and plan for integration of employees and apprentices into the host organisation

2.3.2 PRESENTATION: LIVE WORKSHOP

Scenario of live workshop

Please note and use the scenario of live workshop (**chapter 2.2.2**).

Presentation of solutions by mentors

Name of the case	How to successfully integrate the apprentice with employees
Type of the presentation	Explain the case and why they have chosen it; what experience do they have with this topic and then presentation of the case.
Timeline	20 minutes presentation and 10 minutes feedback

Format of the presentation to use	PowerPoint
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Interactive group work after the presentation – solution development

Gathering feedback

Exchanging good and bad experiences

Brainstorming for alternative pre-training activities, for example Winner/Loser: Two or more participants, 5-6 minutes for this exercise. Partner A shares something negative that happened in their life with Partner B. It can be a personal matter or a work-related memory but it is important for it to be true. Then Partner A discusses the same experience again, but focuses only on the positive aspects. Partner B helps explore the silver lining of the bad experience, and once they are done they switch role. The objective is for the participants to discover how to reframe negative situations into learning experiences together but also how to connect with each other.

2nd example for situations where you can have more people involved - Scavenger Hunt: Two or more small groups participate. Groups are broken into teams of two or more. Make a list of easy tasks for each team to do as a group. Tasks can include taking a selfie with a stranger, taking a picture of a building or object around the office, etc. Give the list to each team, along with a time-limit to complete it. Whoever completes the most tasks the most quickly, wins. The objective is to have a team bonding and to break up office cliques by encouraging people to work with colleagues from other teams, departments or social circles.

Exchange of good practice examples among mentors – further solution development

Separate meeting with a mentor with good experience in the matter.

Explain why this approach would be a good fit for your organisation.

Outcomes: NEW KNOWLEDGE AND SKILLS

- Plan of action
- Team building activities
- How to better manage people
- How to anticipate issues before they happen and prepare solutions in advance
- How to get the best out of apprentices and the employees.

Coaching/Didactic methods

Pointing out good example from the practice, guiding to get good ideas for connecting employees with the apprentice

Introduction of study materials by moderator

15-20 min presentation

2.3.3 IMPROVEMENT: WORK AT HOME

Short description

Based on the feedback that mentors received at the **Live workshop** from the moderator/coach as well as from other mentors, and based on the **study materials**, mentors must now improve their solutions for the given cases – **development of solutions**

Tasks for mentors

- Review of the notes from other participants
- Consultations with the mentors
- Solution improvement based on all feedback and study material
- Preparation of guidelines how to integrate the apprentice in the host organisation
- Development of new solutions.
- Review of study materials.

Timeline per activity

- Review of the notes – 1 hour
- Review of the study material- 1,5 hours
- Consultations- 1,5 hours
- Development of the solution- 1 hour
- Fill in prepared templates- 2,5 hours
- Finalisation- 1,5 hours
- Getting familiar with the use of the **Apprentice Track app functionalities**- 1 hour for training (Please Check ApT User guidelines for Mentors document and follow the instructions provided in the section Apprenticeship follow-up, progress reporting to include new information about how to integrate the apprentice with employees and assess the process as part of the full assessment cycle).

Templates for best practice cases

Mentors should fill in templates for best practice cases in the Workbook for mentors.

2.3.4 CONCLUSION: ONLINE

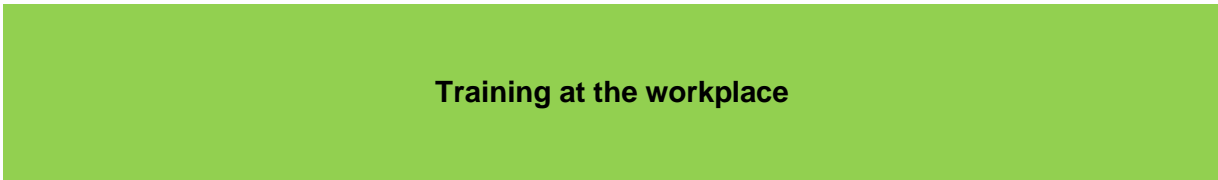
Short description

Mentors should present their improved final solutions of the cases to other participants during an online meeting.

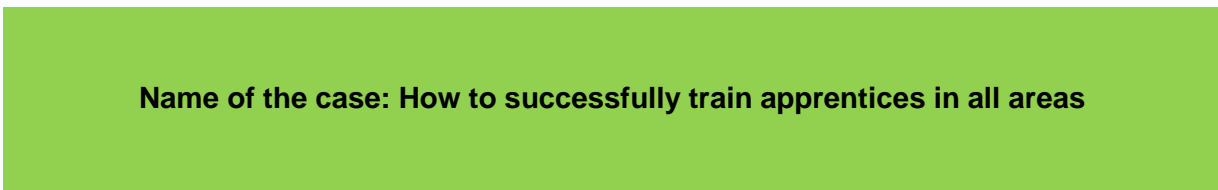
Reviewing of improved solutions	Presentation of final solutions of case studies
	Presentation of main areas of the case (10 min)

Time for questions	10 minutes for presentation 10 minutes for feedback
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2.4 THEME 3



2.4.1 PREPARATION: WORK AT HOME



Short description

Each apprentice is unique and requires a bit of a personal approach to training. It is important that the apprentice receives skills and knowledge about the industry that they are currently in, but also to develop their soft skills. Some apprentices are good at technical tasks but lack the soft skills needed for professional success and are unaware of this issue.

Task 3 for mentors

Write a document which contains solutions to train soft and technical skills, role-playing scenarios and examples of activities for apprentices who would benefit from this.

Duration

5 hours for preparation, meetings with colleagues and research for the case; 1 hour of consultation; 2 hours for preparation of the presentation and 1 hour of feedback from colleagues

Questions to be answered by mentors	Write 3 solutions on how to train the apprentice both in professional, technical areas and in soft skills.
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	<p>Write a role-playing scenario which demonstrates how to talk gently with the apprentice who is not aware of the matter.</p> <p>Write a role-playing scenario which demonstrates the above but with an apprentice who is not willing to address the problem.</p> <p>Give example of 3 training activities for these types of apprentices.</p>
Didactical tools	<ul style="list-style-type: none"> • Role-playing

2.4.2 PRESENTATION: LIVE WORKSHOP

Scenario of live workshop

Please note and use the scenario of live workshop (**chapter 2.2.2**).

Presentation of solutions by mentors

Name of the case	How to successfully train apprentices in all areas
Type of the presentation	Explain the case and why they have chosen it; what experience do they have with this topic and then presentation of the case.
Timeline	20 minutes presentation and 10 minutes feedback
Format of the presentation to use	PowerPoint

Interactive group work after the presentation – solution development

Gathering feedback

Exchanging good and bad experiences

Write a role-playing scenario which demonstrates how to talk gently with the apprentice when they are not aware of a problem.

Write another role-playing scenario which demonstrates previous scenario but with an apprentice who is not willing to address the problem.

Exchange of good practice examples among mentors – further solution development

Having a separate meeting with a mentor with good experience in the matter.

Explain why this approach would be a good fit for your organisation.

Outcomes: NEW KNOWLEDGE AND SKILLS

- New document which contains solutions for how to train soft and technical skills
- How to train apprentices both in technical and non-technical skills
- Enhancement of interpersonal skills

Coaching/Didactic methods

Pointing out good examples from the practice, guiding to get good ideas of role-playing

Introduction of study materials by moderator

15-20 min presentation

2.4.3 IMPROVEMENT: WORK AT HOME

Short description

Based on the feedback that mentors received at the **Live workshop** from the moderator/coach as well as from other mentors, and based on the **study materials**, mentors must now improve their solutions for the given cases – **development of solutions**

Tasks for mentors

- Review of the notes from other participants
- Consultations with the mentors
- Solution improvement based on all feedback and study material
- Preparation of role-play scenarios
- Development of new solutions.
- Review of study materials.

Timeline per activity

- Review of the notes – 1 hour
- Review of study material- 1,5 hours
- Consultations- 1,5 hours
- Development of the solution- 1 hour
- Fill in prepared templates- 2,5 hours
- Finalisation- 1,5 hours
- Getting familiar with the use of the **Apprentice Track app functionalities**- 1 hour for training (Please Check ApT User guidelines for Mentors document and follow the instructions provided in the section Apprenticeship follow-up, progress reporting to complete your Evaluation plan preparation considering the solutions develop in this theme using the AppT tool Assessment functionalities to prepare all evaluation questions)

Templates for best practice cases

Mentors should fill in templates for best practice cases in the Workbook for mentors.

2.4.4 CONCLUSION: ONLINE

Short description

Mentors should present their improved final solutions of the cases to other participants during an online meeting.

Reviewing of improved solutions	Presentation of final solutions of case studies
	Presentation of main areas of the case (10 min)
Time for questions	10 minutes for presentation
	10 minutes for feedback

2.5 THEME 4

Monitoring the Apprenticeship

2.5.1 PREPARATION: WORK AT HOME

Name of the case: How to successfully integrate the apprentice with employees

Short description

Monitoring the apprenticeship is one of the most important phases of the whole process. The criteria are known and set out, but the problem may come up if the apprentice doesn't agree with monitoring data. The issues in this case are the grading process in the mentoring system, if the apprentice does not agree with the low grades.

Task 4 for mentors

Write a document listing steps of a procedure to monitor potential issues arising during the apprenticeship.

Duration

5 hours of preparation, meetings with colleagues and research for the case; 1 hour of consultation; 2 hours for preparation of the presentation and 1 hour of feedback from colleagues.

Questions to be answered by mentors	<ul style="list-style-type: none"> • Write what steps should be taken before the monitoring to ensure that these types of problems don't occur. • Indicate 2 more persons that should be involved in the monitoring process. • Give suggestions of what to do in the event that the apprentice was unfairly assessed.
Didactical tools	<ul style="list-style-type: none"> • Problem-solving methods

2.5.2 PRESENTATION: LIVE WORKSHOP

Scenario of live workshop

Please note and use the scenario of live workshop (**chapter 2.2.2**).

Presentation of solutions by mentors

Name of the case	How to successfully integrate the apprentice with employees
Type of the presentation	Explain the case and why they have chosen it; what experience do they have with this topic and then presentation of the case.
Timeline	20 minutes presentation and 10 minutes feedback
Format of the presentation to use	PowerPoint

Interactive group work after the presentation – solution development

Gathering feedback

Exchanging good and bad experiences

Exchange of good practice examples among mentors – further solution development

Having a separate meeting with a mentor with good experience in the matter.

Explain why this approach would be a good fit for your organisation.

Outcomes: NEW KNOWLEDGE AND SKILLS

- Plan of steps for monitoring
- How to better manage people
- How to anticipate issues before they happen and prepare solutions in advance
- Assessment procedure and tools
- Assessment methods

Coaching/Didactic methods

Pointing out good examples from the practice, guiding to get good ideas from problem-solving methods

Introduction of study materials by moderator

15-20 min presentation

2.5.3 IMPROVEMENT: WORK AT HOME

Short description

Based on the feedback that mentors received at the **Live workshop** from the moderator/coach as well as from other mentors, and based on the **study materials**, mentors must now improve their solutions for the given cases – **development of solutions**.

Tasks for mentors

- Review of the notes from other participants
- Consultations with the mentors
- Presentation improvement based on all feedback and study material
- Preparation of a plan of action
- Development of new solutions.
- Review of study materials.

Timeline per activity

- Review of the notes – 1 hour
- Review of the study material- 1,5 hours
- Consultations- 1,5 hours
- Development of the solution- 1 hour
- Fill in prepared templates- 2,5 hours
- Finalisation- 1,5 hours
- Getting familiar with the use of the **Apprentice Track app functionalities**- 1 hour for training (please check the activity proposed for the previous theme)

Templates for best practice cases

Mentors should fill in templates for best practice cases in the Workbook for mentors.

2.5.4 CONCLUSION: ONLINE

Short description

Mentors should present their improved final solutions of the cases to other participants during an online meeting.

Reviewing of improved solutions	Presentation of final solutions of case studies
	Presentation of main areas of the case (10 min)
Time for questions	10 minutes for presentation
	10 minutes for feedback

2.6 THEME 5

**Conflict resolution: arising from potential problems during the Apprenticeships
(including risk management)**

2.6.1 PREPARATION: WORK AT HOME

Name of the case: How to successfully manage conflict

Short description

The mentor and the apprentice are not working well together and this creates problems in the apprenticeship. The mentor has difficulties to find a way to have good communication with the apprentice and the apprentice feels that they are not benefiting from the apprenticeship because of the bad mentorship.

Task 5 for mentors

Write a document listing conflict resolution solution (3 possible ways to solve a problem)

Duration

5 hours for preparation, meetings with colleagues and research for the case; 1 hour of consultation; 2 hours for preparation of the presentation and 1 hour of feedback from colleagues.

Questions to be answered by mentors	<p>Write 3 possible ways to solve a problem.</p> <p>Write a role-play scenario on how a mentor should communicate and talk to the apprentice to solve this problem.</p> <p>Write a procedure on how to change mentorship methods and which cases allow this.</p> <p>Indicate 2 more people (positions) in the host organisation that should be involved in solving the problem.</p>
Didactical tools	<ul style="list-style-type: none">• Role-playing• Problem- solving methods

2.6.2 PRESENTATION: LIVE WORKSHOP

Scenario of live workshop

Please note and use the scenario of live workshop (**chapter 2.2.2**).

Presentation of solutions by mentors

Name of the case	How to successfully manage conflict
Type of the presentation	Explain the case and why they have chosen it; what experience do they have with this topic and then presentation of the case.
Timeline	20 minutes presentation and 10 minutes feedback
Format of the presentation to use	PowerPoint

Interactive group work after the presentation – solution development

Gathering feedback

Exchanging good and bad experiences

Role-playing: Write a role-playing scenario on how a mentor should communicate and talk to the apprentice to solve this problem. Have one participant play the role of the apprentice and another the role of the mentor. Think of all arguments and ways an apprentice could be resilient to them.

Exchange of good practice examples among mentors – further solution development

Have a separate meeting with a mentor with good experience in the matter.

Explain why this approach would be a good fit for your organisation.

Outcomes: NEW KNOWLEDGE AND SKILLS

- Risk management
- Procedure for conflict resolution
- How to anticipate issues before they happen and prepare solutions in advance

Coaching/Didactic methods

Pointing out good examples from the practice, guiding to get good ideas out of role-playing

Introduction of study materials by moderator

15-20 min presentation

2.6.3 IMPROVEMENT: WORK AT HOME

Short description

Based on the feedback that mentors received at the **Live workshop** from the moderator/coach as well as from other mentors, and based on the **study materials**, mentors must now improve their solutions for the given cases – **development of solutions**

Tasks for mentors

- Review of the notes from other participants
- Consultations with the mentors
- Presentation improvement based on all feedback and study material
- Preparation of a plan of procedure and role-playing scenarios
- Development of new solutions.
- Review of study materials.

Timeline per activity

- Review of the notes – 1 hour

- Review of study material- 1,5 hours
- Consultations- 1,5 hours
- Development of the solution- 1 hour
- Fill in prepared templates- 2,5 hours
- Finalisation- 1,5 hours
- Getting familiar with the use of the **Apprentice Track app functionalities**- 1 hour for training- Currently the tool does not support conflict resolution facilities.

Templates for best practice cases

Mentors should fill in templates for best practice cases in the Workbook for mentors.

2.6.4 CONCLUSION: ONLINE

Short description

Mentors should present their improved final solutions of the cases to other participants during an online meeting.

Reviewing of improved solutions	Presentation of final solutions of case studies
	Presentation of main areas of the case (10 min)
Time for questions	10 minutes for presentation
	10 minutes for feedback.

About the Apprenticeship Track Project and this publication

Apprenticeships allow students to build up skills and knowledge, while providing companies with a reliable way to evaluate potential future hires and benefit from fresh perspectives offered by academia. Despite their advantages, apprenticeships are challenging to manage, as the needs of students and of specific enterprises are difficult to match, particularly when organisations need to deal with massive amounts of students and, consequently, data. Structured communication channels between enterprises and students, robust management systems and clear evaluation protocols are necessary to manage such a complex system and enable the launch of valuable, steady and sustainable Apprenticeship Programmes.



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