



COURSE FOR MENTORS

Textbook for Mentors

Module 2: During the Apprenticeship



Authors

Jan Beseda, Tea Gagro, Mojca Sendelbah

Contributors

Partner Consortium

Editors

Andreja Bizjak, Anthony F. Camilleri, Carmen L Padrón, Alicia-Leonor Sauli-Miklavčič

Layout

Tara Drev

Copyright

(C) 2020, APPRENTICE TRACK

The Apprentice Track Consortium

| | | |
|--|--------------|----|
| The Association of Slovene Higher Vocational Colleges | Skupnost VSŠ | SI |
| European Association of Institutions of Higher Education | EURASHE | BE |
| Celje School of Economics, Higher Vocational College | EŠ Celje | SI |
| Knowledge Innovation Centre (Malta) Ltd | KIC | MT |
| Sdružení profesního terciárního vzdělávání | CASPHE | CZ |
| VERN University of Applied Sciences | Vern | HR |

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International



Co-funded by the
Erasmus+ Programme
of the European Union



Table of Contents

| | | |
|-----|-----------------------|---|
| 1 | Introduction | 4 |
| 1.1 | Course structure..... | 4 |
| 1.2 | Timeline | 5 |
| 1.3 | Themes..... | 6 |
| 2 | Study materials | 7 |
| 2.1 | Theme 1..... | 7 |
| 2.2 | Theme 2..... | 7 |
| 2.3 | Theme 3..... | 8 |
| 2.4 | Theme 4..... | 9 |
| 2.5 | Theme 5..... | 9 |

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, integrating apprentices into your workforce.

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 | Introduction to Module 2 Introduction of themes in Module 2 Distribution of practical examples / cases among mentors | Preparation of solutions for given practical cases based on mentor's experience Consultation with moderator as needed | Presentation of prepared solutions to practical cases (by mentors) Exchange of good practices (among mentors) Coaching the discussion and introduction of supporting materials (moderator) | Improvement of solutions of practical cases with feedback received during the discussions Finalization of practical cases by using the proposed supporting study materials and other relevant sources | Review of improved solutions Final questions Conclusion and Wrap up |
| 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 Study materials

2.1 Theme 1

Pre-training activities

It is important that the apprentice is briefed thoroughly and successfully about the host organisation's culture, actions and operations in order to be well prepared. Pre-training is an important part of the apprenticeships and mentors must include in it not only the training agreement and the contract, but also what to do in case of an accident, how to prepare work space for the apprentice if it is necessary and think of other activities that need to be done in pre-training even if it is remote and an apprentice can't come in person until the apprenticeship starts.

Meetings can be held with new employees to gather feedback from them and find out what they wished they knew before they came to the host organisation and what skills were most useful for them.

- Mentor prepares host organisation's brief for the apprentice which includes all necessary info
- Mentor prepares a document for the student which reviews the quality standards and policy of the host organisation

Additional e-references

https://www.ac4sme.eu/wp-content/uploads/2017/09/Apprenticeship-coaches-toolbox_finalfinal.pdf

2.2 Theme 2

Integrating the apprentice in the host organisation

Once the apprentice comes to the host organisation, it is important to successfully integrate him/her in order to have a successful apprenticeship. It is important that the apprentice feels welcomed in the host organisation and has good communication and cooperation with other employees. Given the common 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 students, results in the longer process for fulfilling some tasks which frustrates other employees and takes a lot of their time.

The mentor should:

- think of the ways the involved staff and the apprentice can work together
- write a plan how to introduce the apprentice with the employees
- write a procedure what is expected of employees and what is expected of the apprentice
- write a plan how the activities for the apprentice will be carried out and review it with the apprentice
- think of quick team building activities that can be done in the host organisation
- write 3 examples how to motivate employees to help the apprentice

Additional e-references

https://www.ac4sme.eu/wp-content/uploads/2017/09/Apprenticeship-coaches-toolbox_finalfinal.pdf

https://learntowork.eu/wp-content/uploads/sites/19/2018/04/AQT_English.pdf

2.3 Theme 3

Training at the workplace

As the apprentice is integrated in the host organisation and is starting to be trained, it is important to facilitate the first steps in the workplace. The mentor should provide instructions about the activities that need to be performed, make sure that the apprentice interacts with the co-workers as much as possible, and motivate the apprentice.

Prepare:

- list of selected tasks in relation to the learning outcomes and the training plan
- match appropriate tasks according the apprentice's skills
- evaluation of activities

The mentor should also guide the apprentice on the personal and social evolution providing solutions. Some apprentices have good technical and work-related skills but lack soft skills that are also needed for the successful implementation of the apprenticeship.

Think of the ways to communicate this to the apprentice who isn't aware of this issue.

The mentor should propose activities that will help the apprentice in a gentle and patient way having in mind the apprentice's age and personal situation.

Guidelines about how to develop personal and soft skills can be drawn up that will help to work on interpersonal relationship skill as well as conflict management and negotiation.

Additional e-references

https://www.ac4sme.eu/wp-content/uploads/2017/09/Apprenticeship-coaches-toolbox_finalfinal.pdf

https://learntowork.eu/wp-content/uploads/sites/19/2018/04/AQT_English.pdf

2.4 Theme 4

Monitoring the apprenticeship

In order to successfully implement apprenticeships, managing and mentoring is crucial. The mentor should assist the apprentice in the performance of the different activities during the apprenticeship.

An issue may occur should the student not agree with the monitoring data. In order to prevent this from happening, it is important to

- prepare a plan which highlights what steps should be taken before the monitoring
- prepare a plan which explains how the monitoring will be explained to the apprentice
- think of 2 other persons that can be involved in the monitoring process to guarantee objectivity
- give suggestions on what to do in the event that the student was unfairly assessed

Additional e-references

https://www.ac4sme.eu/wp-content/uploads/2017/09/Apprenticeship-coaches-toolbox_finalfinal.pdf

https://learntowork.eu/wp-content/uploads/sites/19/2018/04/AQT_English.pdf

2.5 Theme 5

Conflict resolution: arising of potential problems during the Apprenticeship (*including risk management*)

During the apprenticeship, a conflict may occur. It can occur between apprentice and employees or the apprentice and the mentor. It is important to think of possible crisis moments and conflicts as well as of solutions even before they occur.

The mentor should:

- think of 3 ways to solve communication problems
- prepare a procedure of how to change the mentor and in which cases this would be allowed
- write a role-playing scenario which shows how a mentor should talk to an apprentice who is in conflict

- identify 2 more persons in the host organisation that can be involved in the conflict resolution

Additional e-references

https://www.ac4sme.eu/wp-content/uploads/2017/09/Apprenticeship-coaches-toolbox_finalfinal.pdf

https://learntowork.eu/wp-content/uploads/sites/19/2018/04/AQT_English.pdf



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 to enable the launch of valuable, steady and sustainable Apprenticeship Programmes.



Co-funded by the
Erasmus+ Programme
of the European Union