



## **COURSE FOR MENTORS**

**Workbook for Mentors**

**Module 2: During the Apprenticeship**



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# 1 Templates for mentors

## 1.1 Theme 1: Pre-training activities

|   |   |
|---|---|
| <b>Name of the case</b>   |   |
| <b>Duration of the pre-training</b><br><i>(Please think about how long your pre-training must be and what is the optimal amount of time for this activity.)</i>   |   |
| <b>Phases of pre-training</b><br><i>(Optional: Think about whether you need separate phases for this activity or not.)</i>  |   |
| <b>Pre-training activities for this case</b><br><i>(Please specify the initial steps that need to be taken before pre-training commences. What are the initial steps needed for a smooth activity?)</i>   |   |
| <b>Key personnel involved</b><br><i>(Please specify who will be involved in this activity from your organisation. Who is needed throughout the entire duration and who can participate sporadically?)</i> |   |
| <b>Examples of pre-training activities</b><br><i>(optional use of this example as inspiration)</i>  | <ul style="list-style-type: none"> <li>• Short presentation about the host organisation to the apprentice</li> <li>• The apprentice writes a 1-page brief about the host organisation and areas that he/she is most interested in</li> <li>• Personal interest inventory - indicates interests and inclinations of the apprentice; what are the personal goals</li> </ul> |

and how can the training program intrinsically motivate them

- Remedial preparation – An activity that ensures that everyone has the required knowledge to begin the training session, it can be done through reading, online courses or an online conversation with the manager

## 1.2 Theme 2: Integrating the apprentice in the host organisation

|   |  |
|---|--|
| <b>Name of the case</b>   |  |
| <b>Duration of the training</b><br><br><i>(Please think about how long your training will be.)</i>  |  |
| <b>Phases of training</b><br><br><i>(Please indicate the phases of the apprenticeship, starting, for example, with the orientation day and phase where the apprentices familiarize themselves with the host organisation, then following with the phase where the apprentices will be given tasks and so on.)</i> |  |
| <b>Key personnel involved – mentors and others</b><br><br><i>(Please specify who from your organisation will be the mentor and who will be the other employees responsible for the smooth integration of the apprentice in the host organisation.)</i>  |  |
| <b>Possible challenges and solutions</b><br><br><i>(Please think about the possible challenges that may occur.)</i>   |  |

### 1.3 Theme 3: Training at the workplace

|  |  |
|--|--|
| <b>Name of the case</b>  |  |
| <b>Training goals</b><br><i>(Please think about the training goals for your organisation.)</i>   |  |
| <b>Type of training</b><br><i>(Please indicate the kind of training you will enforce. Will it be only technical training, or will it involve soft skills as well? Will there be team training, managerial, safety training ...?)</i> |  |
| <b>Key personnel involved – mentors and others</b><br><i>(Please specify who will participate in the training apart from the mentor.)</i>  |  |
| <b>Possible challenges and solutions</b><br><i>(Please think about the possible challenges that may occur.)</i>  |  |

## 1.4 Theme 4: Monitoring the apprenticeship

|  |  |
|--|--|
| <b>Name of the case</b>  |  |
| <b>Activities implemented</b><br><i>(Please indicate the activities that were implemented in the apprenticeship, the duration and who was involved.)</i>   |  |
| <b>Technical skills</b><br><i>(Please refer to technical skills acquired in the apprenticeship.)</i>   |  |
| <b>Social/ Personal skills</b><br><i>(Please refer to personal and soft skills acquired during the apprenticeship. Has the apprentice participated actively? Has he/she shown motivation? Has he/she been punctual?)</i> |  |
| <b>Possible challenges and solutions</b><br><i>(Please think about the possible challenges that may occur.)</i>  |  |



# 1.5 Theme 5: Conflict resolution: arising of potential problems during the Apprenticeships (including risk management)

|  |  |
|--|--|
| <b>Name of the case</b>  |  |
| <b>Activities for solutions</b><br><i>(Please indicate the activities that may be done to resolve conflict.)</i>             |  |
| <b>Personnel involved</b><br><i>(Who should be involved in resolving this matter? Should this involve the PHEI as well?)</i> |  |

## **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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